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ABSTRACT

This teacher's guide is the core publication of a series of instructional materials developed for the hospitality and tourism industry. It includes the entry-level competencies students will need to enter any of the occupational areas identified in the four cluster areas of the hospitality and tourism industry: lodging, food service, travel and tourism, and recreation. The guide contains nine units of instruction that cover the following topics: introduction to the hotel industry, introduction to the tourism industry, basic workplace safety and first-aid skills, workplace security skills, professional image and basic sales skills, customer-relations skills, work communication skills, business equipment and procedures, and job application skills. Each instructional unit includes some or all of the following basic components of a unit of instruction: objective sheet, suggested activities, answers to assignment sheets, answers to written test, written test, unit evaluation form, teacher supplements, transparency masters, information sheet, student supplements, assignment sheets, and job sheets. A glossary of technical terms is also included. The unit components focus on measurable and observable learning outcomes and are designed for use in more than one lesson or class period. This teacher edition also contains information on the following: use of the publication; tools, materials, and equipment list; competency profile; instructional/task analysis; academic and workplace skill classifications and definitions; related academic and workplace skills list; and reference list. (KC)

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Introduction to Hospitality and Tourism

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Teacher Edition

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MAVCC

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Introduction to Hospitality and Tourism

Teacher Edition

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Foreword

When the MAVCC staff began the process for developing a series on hospitality and tourism, it was found that the hospitality and tourism industry was much broader than we had anticipated. We identified four major cluster areas within the industry—lodging, food service, travel and tourism, and recreation. Initially, we decided to develop a core publication covering duties and tasks needed for entry-level employment in occupations identified in each of the four cluster areas. This would be followed by instructional materials developed for identified areas in the lodging and travel and tourism clusters. MAVCC staff has concluded that MAVCC's Food Production, Management, and Service series could serve the needs of students and teachers studying in the food-service cluster.

This core publication, *Introduction to Hospitality and Tourism*, is designed to include the entry-level competencies students will need to enter any of the occupational areas identified in the cluster areas for the hospitality and tourism industry. The success of this publication is due, in large part, to the capabilities of the personnel who worked with its development. Appreciation is extended to them for their valuable contributions to the publication.

These materials are not only designed for student use, but to assist teachers in organizing and improving instruction. Instructional materials in this publication are based on the competency-based concept of first stating the objectives (objective sheet), developing instructional strategies for teaching to those objectives (information, assignment, and job sheets), and assessing to those same objectives (criterion-referenced evaluation instruments).

Every effort has been made to make these materials basic, readable, and by all means, usable. As with all of MAVCC's instructional materials, teachers must localize and personalize these materials to meet their community and classroom/laboratory situation. Teachers are encouraged to supplement the instructional materials and to develop strategies for motivating their students.

Special attention should be given to the matrix identifying basic academic skills being reinforced in these instructional materials as well as the suggestions on ways to increase reinforcement of academic and workplace basic skills. By reinforcing these skills, the instructor should assist students in improving their employability skills.

As you use these instructional materials, we hope that you will find that they contribute to the quality of your program. If any problems occur or if you have any suggestions for improvement of the materials, please call or write us.

Mervin Birdwell	Jim Steward
Chairman, Board of Directors	Executive Director
Mid-America Vocational Curriculum Consortium	Mid-America Vocational Curriculum Consortium

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Appreciation is extended to those individuals who contributed their time and talent to the development of *Introduction to Hospitality and Tourism*.

The contents of this publication were planned and reviewed by the following members of the Mid-America Vocational Curriculum Consortium hospitality and tourism committee:

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Use of Introductory Materials

Introductory materials are included in the teacher edition only and contain useful information to assist administrators and teachers in planning for instruction.

In addition to the general information—such as the table of contents, foreword, and acknowledgments page—information is included on the following:

1. **Use of this publication**—Explains the components of a unit of instruction and how they should be used as part of the teaching/learning process.
2. **Tools, materials, and equipment list**—Provides a comprehensive list of those items needed to successfully complete the assignment sheets and job sheets; assists administrator/teacher in determining program costs.
3. **Competency profile**—Provides a record of student performance for each task included in a unit of instruction. This profile becomes a part of the student's permanent records and should be utilized when directing the student toward employment opportunities.
4. **Instructional/task analysis**—Provides a quick review of contents of the publication; identifies cognitive (knowledge) skills and psychomotor (doing) skills addressed in each unit of instruction.
5. **Academic and workplace skill classifications and definitions**—Defines the basic-skill classifications used by MAVCC. Skill areas reflected by skill groups, subskills, and descriptions have been identified using *Workplace Basics: The Skills Employers Want*, developed by the American Society for Training and Development (ASTD) and the U.S. Department of Labor and adapted by MAVCC.
6. **Related academic and workplace skills list**—Classifies unit tasks (assignment sheets and job sheets) according to the related academic and workplace skills being reinforced.
7. **Reference list**—Provides a comprehensive list of resources used in the development of this publication.

As you use these materials, it is hoped that they will provide useful information to meet a variety of needs.

Use of This Publication

Instructional units

Introduction to Hospitality and Tourism contains 9 units of instruction. Each instructional unit in the teacher edition includes some or all of the following basic components of a unit of instruction: objective sheet, suggested activities, answers to assignment sheets, answers to written test, written test, unit evaluation form, teacher supplements, transparency masters, information sheet, student supplements, assignment sheets, and job sheets.

All of the unit components focus on measurable and observable learning outcomes. Teachers are encouraged to supplement, personalize, localize, and motivate with these materials in order to develop a complete teaching/learning process.

Units of instruction are designed for use in more than one lesson or class period of instruction. Careful study of each unit of instruction by the teacher will help to determine the following:

- Amount of materials that can be covered in each class period.
- Skills that must be demonstrated.
- Amount of class time needed for demonstrations.
- Amount of time needed for student practice.
- Supplementary materials, including print and nonprint media and equipment and supplies, that must be ordered.
- Resource people who must be contacted.

Objective sheet (color code: white)

Each unit of instruction is based on performance objectives that state the goals for successful completion of the course. These performance objectives are stated in two forms: unit objectives, which state the expected performance of each student after completion of the unit of instruction, and specific objectives, which state what the student must do to reach the unit objective.

The objectives should be provided for students and stressed throughout the teaching/learning process. This will help answer any questions concerning performance requirements for each instructional unit. The objectives can also help determine teaching strategies and instructional methods. Teachers should prepare for each unit by deciding how each objective can best be taught.

Teachers should feel free to modify, delete, or add objectives in order to meet the needs of the students and community. When objectives are added, the teacher should remember to supply the needed information, assignment sheets, job sheets, and written-test items.

Use of This Publication

Suggested activities (color code: pink)

This component is included only in the teacher edition. The suggested activities assist teachers during the preparation stage of the teaching/learning process by providing an instructional plan, teaching suggestions, and a list of supplemental resources. Ways to integrate academic and workplace skills have been included in the teacher suggestions, and skill areas have been noted in bold type. The teacher should read the suggested activities before teaching a unit and decide how each objective can best be taught. Time should also be allowed to obtain supplemental materials, prepare audiovisual materials, and contact outside resources. Duties of the teacher will vary according to the particular unit.

References used in the development of each unit are listed in the suggested-activities section, along with suggested supplemental resources that may be used to teach the unit. These materials can be used by the teacher to supplement her or his knowledge of the subject area or to help students with particular interests or objectives in the area covered.

Instructions for evaluating student performance on the job sheets are also included in the suggested-activities section. Teachers should select and discuss with students the rating scale that will be used.

Assignment and written-test answers (color code: pink)

Assignment-sheet answers and written-test answers are included only in the teacher edition. These components are designed to assist the teacher in evaluation of student performances on the assignment sheets and written test.

Written test (color code: yellow)

The test is included only in the teacher edition, but duplication is permitted for student use. This component provides criterion-referenced evaluation of every cognitive objective listed in the information sheet. If objectives have been added, deleted, or modified, appropriate changes should be made on the written test. It is recommended that the test be divided into shorter tests covering three or four objectives at a time and given soon after those objectives have been covered. A selection of test items from the units covered may be used for final tests at the end of each term if desired.

Unit evaluation form (color code: white)

This sheet provides teachers with a record of each student's performance on a unit of instruction. It includes space for assignment-sheet ratings, job-sheet ratings, written-test scores, and teacher comments. The unit evaluation form is included in the teacher guide only, but may be duplicated.

Use of This Publication

Teacher supplements (color code: white)

Teacher supplements are included only in the teacher edition. Teacher supplements are optional materials for the teacher to use. They have three purposes: to provide the teacher with higher-level materials to stretch the advanced student, with remedial information or practice to assist the less-advanced student, and with state-of-the-art information in which the teacher may not have background or with information that is not readily available in other books. Some teacher supplements may be duplicated for student use and are marked accordingly.

Transparency masters (color code: white)

Transparency masters are included in the teacher edition only and are used to direct the students' attention to the topic of discussion. Transparency masters may provide illustrations, charts, schematics, or additional information needed to clarify and reinforce objectives included in the unit of instruction.

Information sheet (color code: green)

The information sheet provides the content essential for meeting the cognitive (knowledge) objectives of the unit. Teachers will find that the information sheet serves as an excellent guide for presenting background knowledge necessary to develop the skills specified in the unit objective. Students should read the information sheet before the information is discussed in class. Space is provided in margins for students and teachers to add notes that supplement, localize, personalize, or provide information for the teaching of each objective.

Student supplements (color code: white)

The information presented in a student supplement may consist of tables, charts, written information, forms, or other information students will need in order to complete one or more of the assignment sheets or job sheets. Students are not directly tested over the information presented in a supplement; however, their ability to apply this information will be evaluated in the completion of assignment sheets or job sheets.

Assignment sheets (color code: tan)

Assignment sheets provide students with pencil and paper activities that give them the opportunity to make practical application of the knowledge presented in the information sheet. Criteria are provided to objectively evaluate student performance.

Job sheets (color code: blue)

The job sheets provide criteria to objectively evaluate student performance, a list of equipment and materials, and a step-by-step procedure needed for practicing a psychomotor skill. The instructor should discuss the equipment and materials used—emphasizing the specific equipment and materials available in the classroom and/or laboratory—and provide the students with demonstrations of the job-sheet procedure prior to having students practice.

Job sheets are an important segment of each unit; they give direction to the skill being taught and allow both the student and instructor to check student progress toward the accomplishment of the skill.

Glossary of technical terms (color code: white)

A glossary of technical terms is provided after the units of instruction. The glossary includes a comprehensive listing of the terms and definitions used within the various units of instruction.

Disseminating material

Material may be given out a unit or page at a time to keep the material before the student always new. Some teachers ask students to furnish a three-ring binder or folder for the current unit of study. This is convenient for students taking the material home to study. Upon completion, each unit is then placed in a larger binder. Some teachers prefer to store the material by unit in filing cabinets or boxes until needed.

For best results, provide student materials for each student. Student editions contain objective sheets, information sheets, student supplements, assignment sheets, and job sheets. Students should be allowed to take their materials home at the end of the course.

Teaching methods

It is a challenge to keep students motivated. Instructors should supplement the objectives by providing the "why," personal experiences, and current information. Prepare for each unit by deciding how each objective can best be taught. Allow students to become involved in preparing and planning their teaching/learning experiences.

Tools, Materials, and Equipment List

Unit 1: Introduction to the Hotel Industry

None

Unit 2: Introduction to the Tourism Industry

None

Unit 3: Basic Workplace Safety and First-Aid Skills

Large, heavy box
Leather lower-back support belt
Gloves
12-foot straight ladder
Portable fire extinguisher suitable for a Class A fire
CPR dummy

Unit 4: Workplace Security Skills

None

Unit 5: Professional Image and Basic Sales Skills

None

Unit 6: Customer-Relations Skills

None

Unit 7: Work Communication Skills

3″×5″ cards
Long and short business envelopes

Unit 8: Business Equipment and Procedures

Credit cards
Credit-card service forms
Imprinters
Fax machine

Tools, Materials, and Equipment List

Unit 8 (cont.)

Ten-key electronic calculator
Copy machine
Two-way radios (sending and receiving)

Unit 9: Job Application Skills

None

Competency Profile

Name: ______________________________

Directions: Evaluate the student using one of the optional rating scales below. Write the appropriate number/letters to indicate the degree of competency achieved. The descriptions associated with each of the numbers/letters focus on a level of student performance for each of the tasks listed. The written-test scoreline is provided for optional teacher use. It may not be applicable in all cases.

Optional rating scales

Option A

Rating scale:
4 - **Skilled** - Can perform job with no additional training.
3 - **Moderately skilled** - Has performed job during training program; limited additional training may be required.
2 - **Limited skill** - Has performed job during training program; additional training is required to develop skill.
1 - **Unskilled** - Is familiar with process, but is unable to perform job.
0 - **No exposure** - No information or practice has been provided during training program; complete training is required.
NA - **Non-applicable.**

Option B

Yes - Can perform with no additional training
No - Is unable to perform satisfactorily

Unit 1: Introduction to the Hotel Industry

______1. Compare the advantages and disadvantages of working in the various categories of hotels.

______2. Explore the interrelationship of the occupational areas in the hotel industry.

______3. ______________________________

______Written-test score

Unit 2: Introduction to the Tourism Industry

______1. Complete a basic mathematics pretest.

______2. Complete a basic English pretest.

______3. Complete a basic geography pretest.

______4. ______________________________

______Written-test score

Competency Profile

Unit 3: **Basic Workplace Safety and First-Aid Skills**

_______1. Interpret material safety data sheets.

_______2. Interpret portable fire-extinguisher symbols.

_______3. Analyze scenarios to determine correct workplace safety practices.

_______4. Determine basic first-aid measures for emergency situations.

_______5. Lift a heavy object properly.

_______6. Place and climb a ladder safely.

_______7. Operate a fire extinguisher.

_______8. Demonstrate the Heimlich maneuver for an adult choking victim.

_______9. ____

_______Written-test score

Unit 4: **Workplace Security Skills**

_______1. Analyze scenarios to determine correct security practices.

_______2. ____

_______Written-test score

Unit 5: **Professional Image and Basic Sales Skills**

_______1. Demonstrate basic sales techniques.

_______2. ____

_______Written-test score

Unit 6: **Customer-Relations Skills**

_______1. Handle customer complaints.

_______2. ____

_______Written-test score

Unit 7: **Work Communication Skills**

_______1. Interpret and evaluate body-language communication skills.

Competency Profile

Unit 7 (cont.)

______2. Identify your listening behaviors.

______3. Follow verbal directions.

______4. Follow written directions.

______5. Give verbal directions while demonstrating a task.

______6. Write and format a business letter.

______7. Address long and short business envelopes and fold and insert letters.

______8. Write and format a simple memorandum.

______9. Write and format an informal business report.

_____10. ____

______Written-test score

Unit 8: Business Equipment and Procedures

______1. Handle specific credit-card situations.

______2. Select correct business-mail service for processing outgoing mail.

______3. Compute math problems using a ten-key electronic calculator.

______4. Analyze and correct two-way-radio transmissions.

______5. Process a credit-card sale.

______6. ____

______Written-test score

Unit 9: Job Application Skills

______1. Complete a public employment-agency application.

______2. Determine job requirements from classified ads.

______3. Write a letter of application.

______4. Role-play making a telephone appointment for a job interview.

Competency Profile

Unit 9 (cont.)

_______5. Prepare a personal resumé.

_______6. Complete a job application form.

_______7. Complete a work-permit application form.

_______8. Complete a pre-employment test.

_______9. Participate as the applicant in a job interview role-play.

______10. Write a follow-up letter.

______11. Evaluate a job offer.

______12. Write an acceptance letter.

______13. Evaluate a job rejection.

______14. ______________________________________

______Written-test score

Comments: ______________________________________

____

____

____

____

Evaluator: ______________________ Date: ______________

Permission to duplicate this profile is granted.

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Instructional/Task Analysis

Related Information: What the student should know	Application: What the student should be able to do
Unit 1: Introduction to the Hotel Industry	
1. Terms associated with the hotel industry 2. Categories of hotels 3. Types of chain hotels 4. Purposes of the occupational areas in the hotel industry 5. Definitions of job levels in the hotel industry	6. Compare the advantages and disadvantages of working in the various categories of hotels 7. Explore the interrelationship of the occupational areas in the hotel industry
Unit 2: Introduction to the Tourism Industry	
1. Terms associated with the tourism industry 2. USTDC facts about the tourism industry 3. Broad categories into which the tourism industry is divided 4. Commodities and services supplied by the types of tourism-industry suppliers 5. Descriptions of types of tourism operations 6. Descriptions of types of travel-related jobs in the tourism industry 7. Occupational areas related to the travel/tourism industry 8. Job responsibilities related to personal traits/skills that contribute to success in the tourism industry 9. Trends that favor the growth of tourism 10. Trends predicted in the future of tourism	11. Complete a basic mathematics pretest 12. Complete a basic English pretest 13. Complete a basic geography pretest

Instructional/Task Analysis

	Related Information: What the student should know	Application: What the student should be able to do
	Unit 3: Basic Workplace Safety and First-Aid Skills	
1.	Terms associated with workplace safety and first aid	
2.	Reasons why safety in the hospitality and tourism workplace is every employee's responsibility	
3.	Facts about OSHA's role in workplace health and safety	
4.	Purposes of a material safety data sheet	
5.	Ways hazardous materials can enter the body	
6.	General guidelines for workplace sanitation and personal hygiene	
7.	General job-safety rules	
8.	Guidelines for dressing safely on the job	
9.	Guidelines for lifting and moving items safely	
10.	Guidelines for preventing slips, trips, and falls	
11.	Rules for using ladders safely	
12.	General guidelines for safety in a kitchen/break area	
13.	Guidelines for preventing electrical shock	
14.	Guidelines for preventing fire and fire spread	
15.	General evacuation procedures to take in case of fire	

Instructional/Task Analysis

Related Information: What the student should know	Application: What the student should be able to do
Unit 3 (cont.)	
16. Management's responsibilities in preparing for emergency evacuation	19. Interpret material safety data sheets
17. General steps for handling any emergency situation	20. Interpret portable fire-extinguisher symbols
18. Basic first-aid procedures for various emergency situations	21. Analyze scenarios to determine correct workplace safety practices
	22. Determine basic first-aid measures for emergency situations
	23. Lift a heavy object properly
	24. Place and climb a ladder safely
	25. Operate a fire extinguisher
	26. Demonstrate the Heimlich maneuver for an adult choking victim
Unit 4: Workplace Security Skills	
1. Terms associated with workplace security	
2. Employee's role in maintaining workplace security	
3. Security practices for protecting hotel guests and their possessions	
4. Security practices for protecting your employer's possessions	
5. Security practices for protecting yourself and your possessions at the workplace	
6. Guidelines for handling a breach of security	
7. Suspicious behaviors to look for during customer security surveillance	

Instructional/Task Analysis

Related Information: What the student should know	Application: What the student should be able to do
Unit 4 (cont.)	
8. Guidelines for preventing burglaries and robberies	10. Analyze scenarios to determine correct security practices
9. Guidelines for preventing violence during a robbery	
Unit 5: Professional Image and Basic Sales Skills	
1. Terms associated with professional image and basic sales skills	14. Demonstrate basic sales techniques
2. Benefits of participating in an employee orientation	
3. Areas covered during a typical employee orientation	
4. Ways businesses promote a professional image	
5. Role of professional and trade organizations	
6. Benefits of trade shows to exhibitors and to hospitality and tourism operations in the host city	
7. Employee attributes that promote an operation's professional image	
8. Basic selling guidelines	
9. Types of basic sales methods	
10. Advantages of personal selling	
11. Techniques used in up-selling	
12. Suggestive-selling techniques	
13. Purposes of internal selling	

Instructional/Task Analysis

Related Information: What the student should know	Application: What the student should be able to do
Unit 6: Customer-Relations Skills	
1. Terms associated with customer relations	11. Handle customer complaints
2. Essential customer-relations skills	
3. Reasons employees must provide quality customer service	
4. Methods of providing quality customer relations	
5. Ways an employee demonstrates a positive attitude toward quality customer service	
6. Reasons for applying customer-relations skills	
7. Maslow's hierarchy of human needs	
8. Descriptions of the levels of Maslow's hierarchy of human needs	
9. Basic problem-solving steps	
10. Types of problems leading to customer complaints	
Unit 7: Work Communication Skills	
1. Terms associated with work communication skills	
2. Purposes of communication	
3. Essential elements of effective communication	
4. Examples of the basic levels of communication	
5. Common causes of communication problems	

Instructional/Task Analysis

Related Information: What the student should know	Application: What the student should be able to do
Unit 7 (cont.)	
6. Common barriers to effective communication	22. Interpret and evaluate body-language communication skills
7. Examples of positive and negative body language	23. Identify your listening behaviors
8. Poor listening behaviors	24. Follow verbal directions
9. Guidelines for effective listening	25. Follow written directions
10. Guidelines for following verbal and written directions in a work situation	26. Give verbal directions while demonstrating a task
11. Guidelines for improving verbal communication	27. Write and format a business letter
12. Guidelines for improving written communication	28. Address long and short business envelopes and fold and insert letters
13. Guidelines for giving verbal and written directions in a work situation	29. Write and format a simple memorandum
14. Terms associated with business letters	30. Write and format an informal business report
15. Parts of a business envelope	
16. Types of memos	
17. Guidelines for writing and formatting informal business reports	
18. Disadvantages of a grapevine communications system	
19. Types of information likely to be communicated via a grapevine system	
20. Ways of controlling the development of a grapevine communication system	
21. Guidelines for using the telephone correctly	

Instructional/Task Analysis

Related Information: What the student should know	Application: What the student should be able to do
Unit 8: Business Equipment and Procedures	
1. Terms associated with business equipment and procedures	13. Handle specific credit-card situations
2. Hospitality and tourism computer applications	14. Select correct business-mail service for processing outgoing mail
3. Descriptions of types of credit cards	15. Compute math problems using a ten-key electronic calculator
4. Types of credit-card service forms	16. Analyze and correct two-way-radio transmissions
5. Parts of a credit card	17. Process a credit-card sale
6. Definitions of types of business-mail services	
7. Similarities between features of a facsimile machine and those of a telephone, a personal computer, and a copy machine	
8. Definitions of terms associated with a ten-key electronic calculator	
9. Functions of the operational keys of a ten-key electronic calculator	
10. Standard parts of a copy machine	
11. Guidelines for copy-machine use	
12. Guidelines for two-way-radio etiquette	
Unit 9: Job Application Skills	
1. Terms associated with job application skills	
2. Places to seek help in finding a job in the hospitality and tourism industry	
3. Characteristics of private and public employment agencies	

Instructional/Task Analysis

Related Information: What the student should know	Application: What the student should be able to do
Unit 9 (cont.)	
4. Definitions of types of letters used in obtaining a job	14. Complete a public employment-agency application
5. Steps for the suggested schedules for the job application process	15. Determine job requirements from classified ads
6. Guidelines for using the telephone to arrange a job interview	16. Write a letter of application
7. Basic information usually requested on job application forms	17. Role-play making a telephone appointment for a job interview
8. Guidelines for completing job application forms	18. Prepare a personal resumé
9. Guidelines for taking pre-employment tests	19. Complete a job application form
10. Main areas of preparation for a job interview	20. Complete a work-permit application form
11. Information to be gained before and during a job interview	21. Complete a pre-employment test
12. Guidelines for dressing appropriately for a job interview	22. Participate as the applicant in a job interview role-play
13. Points an interviewer looks for during a job interview	23. Write a follow-up letter
	24. Evaluate a job offer
	25. Write an acceptance letter
	26. Evaluate a job rejection

Academic and Workplace Skill Classifications and Definitions

Skill groups	Subskills	Definitions
Learning skills	Learning to learn	Developing ability to apply knowledge to other situations; knowing how to learn.
Foundation skills	Reading	Comprehending written information and analyzing, summarizing, and applying what has been read to a specific task.
	Writing	Communicating a thought, idea, or fact in written form in a clear, concise manner.
	Math	Applying computation skills such as reasoning, estimation, and problem solving as they are actually used on the job.
	Science	Applying knowledge learned through study or practice that is based on scientific principles as they relate to specific tasks.
Communication skills	Listening	Listening for content, conversation, long-term contexts, emotional meaning, and directions.
	Oral communication	Communicating a thought, idea, or fact in spoken form in a clear, concise manner.
Adaptability skills	Creative thinking	Using imagination to create something new—i.e. an idea, invention, work of art.
	Problem solving (critical thinking)	Recognizing and defining problems, inventing and implementing solutions, and tracking and evaluating results.
Personal-management skills	Self-esteem	Developing self-confidence and creating a positive self-image.
	Motivation/goal setting	Setting and meeting defined goals and objectives.
	Personal and career development	Emphasizing self-direction by establishing and implementing a plan.
Group-effectiveness skills	Interpersonal relations	Developing the ability to maintain positive relations with others.
	Negotiation	Resolving conflict between two or more individuals.
	Teamwork	Working together in a group to reach a common goal.
Influence skills	Organizational effectiveness	Adapting to the organization's goals, values, culture, and traditional modes of operation.
	Leadership	Directing/influencing a group in performance of a specific task; accepting responsibility for others.

Related Academic and Workplace Skills List

Task	Skill group	Subskill	Description
Unit 1: Introduction to the Hotel Industry			
Compare the advantages and disadvantages of working in the various categories of hotels (A.S. 1)	Foundation skills	Reading	• Comprehending written information and analyzing and applying what has been read to a specific task
		Writing	• Communicating a thought or idea in written form in a clear, concise manner
	Adaptability skills	Problem solving	• Recognizing and defining problems and inventing and implementing solutions
Explore the interrelationship of the occupational areas in the hotel industry (A.S. 2)	Foundation skills	Reading	• Comprehending written information and analyzing and applying what has been read to a specific task
		Writing	• Communicating a thought or idea in written form in a clear, concise manner
	Adaptability skills	Problem solving	• Recognizing and defining problems and inventing and implementing solutions
	Group-effectiveness skills	Teamwork	• Working together in a group to reach a common goal
	Influence skills	Organizational effectiveness	• Adapting to the organization's goals, values, culture, and traditional modes of operation
Unit 2: Introduction to the Tourism Industry			
Complete a basic mathematics pretest (A.S. 1)	Foundation skills	Math	• Applying computation skills as they are actually used on the job
		Reading	• Comprehending written information and analyzing and applying what has been read to a specific task
	Adaptability skills	Problem solving	• Recognizing and defining problems and inventing and implementing solutions
Complete a basic English pretest (A.S. 2)	Foundation skills	Reading	• Comprehending written information and analyzing and applying what has been read to a specific task

Related Academic and Workplace Skills List

Task	Skill group	Subskill	Description
Unit 2 (cont.)			
		Writing	• Communicating an idea or fact in written form in a clear, concise manner
	Influence skills	Organizational effectiveness	• Adapting to the organization's goals, values, culture, and traditional modes of operation
Complete a basic geography pretest (A.S. 3)	Foundation skills	Reading	• Comprehending written information and analyzing and applying what has been read to a specific task
		Writing	• Communicating a thought, idea, or fact in written form in a clear, concise manner
	Influence skills	Organizational effectiveness	• Adapting to the organization's goals, values, culture, and traditional modes of operation
Unit 3: Basic Workplace Safety and First-Aid Skills			
Interpret material safety data sheets (A.S. 1)	Foundation skills	Reading	• Comprehending written information and analyzing and applying what has been read to a specific task
		Writing	• Communicating a fact in written form in a clear, concise manner
	Learning skills	Learning to learn	• Developing ability to apply knowledge to other situations; knowing how to learn
Interpret portable fire-extinguisher symbols (A.S. 2)	Foundation skills	Reading	• Comprehending written information and analyzing and applying what has been read to a specific task
		Writing	• Communicating a fact in written form in a clear, concise manner
	Adaptability skills	Problem solving	• Recognizing and defining problems and inventing and implementing solutions
Analyze scenarios to determine correct workplace safety practices (A.S. 3)	Foundation skills	Reading	• Comprehending written information and analyzing and applying what has been read to a specific task
		Writing	• Communicating a fact in written form in a clear, concise manner

Related Academic and Workplace Skills List

Task	Skill group	Subskill	Description
Unit 3 (cont.)			
	Adaptability skills	Problem solving	• Recognizing and defining problems and inventing and implementing solutions
Determine basic first-aid measures for emergency situations (A.S. 4)	Foundation skills	Reading	• Comprehending written information and analyzing and applying what has been read to a specific task
		Writing	• Communicating a fact in written form in a clear, concise manner
	Adaptability skills	Problem solving	• Recognizing and defining problems and inventing and implementing solutions
Lift a heavy object properly (J.S. 1)	Foundation skills	Reading	• Comprehending written information and applying what has been read to a specific task
	Influence skills	Organizational effectiveness	• Adapting to the organization's traditional modes of operation
Place and climb a ladder safely (J.S. 2)	Foundation skills	Reading	• Comprehending written information and analyzing and applying what has been read to a specific task
	Influence skills	Organizational effectiveness	• Adapting to the organization's traditional modes of operation
	Group-effectiveness skills	Teamwork	• Working together to reach a common goal
Operate a fire extinguisher (J.S. 3)	Foundation skills	Reading	• Comprehending written information and analyzing and applying what has been read to a specific task
	Influence skills	Organizational effectiveness	• Adapting to the organization's traditional modes of operation
Demonstrate the Heimlich maneuver for an adult choking victim (J.S. 4)	Foundation skills	Reading	• Comprehending written information and analyzing and applying what has been read to a specific task
	Influence skills	Organizational effectiveness	• Adapting to the organization's traditional modes of operation
Unit 4: Workplace Security Skills			
Analyze scenarios to determine correct security practices (A.S. 1)	Foundation skills	Reading	• Comprehending written information and analyzing and applying what has been read to a specific task

Related Academic and Workplace Skills List

Task	Skill group	Subskill	Description
Unit 4 (cont.)			
		Writing	• Communicating a thought or fact in written form in a clear, concise manner
	Adaptability skills	Problem solving	• Recognizing and defining problems and inventing and implementing solutions
Unit 5: Professional Image and Basic Sales Skills			
Demonstrate basic sales techniques (A.S. 1)	Foundation skills	Reading	• Comprehending written information and analyzing and applying what has been read to a specific task
		Writing	• Communicating a thought or fact in written form in a clear, concise manner
	Adaptability skills	Problem solving	• Recognizing and defining problems and inventing and implementing solutions
Unit 6: Customer-Relations Skills			
Handle customer complaints (A.S. 1)	Foundation skills	Reading	• Comprehending written information and analyzing and applying what has been read to a specific task
		Writing	• Communicating a thought or fact in written form in a clear, concise manner
	Adaptability skills	Problem solving	• Recognizing and defining problems and inventing and implementing solutions
Unit 7: Work Communication Skills			
Interpret and evaluate body-language communication skills (A.S. 1)	Foundation skills	Reading	• Comprehending written information and analyzing and applying what has been read to a specific task
		Writing	• Communicating a thought or idea in written form in a clear, concise manner
	Adaptability skills	Problem solving	• Recognizing and defining problems and inventing and implementing solutions
Identify your listening behaviors (A.S. 2)	Foundation skills	Reading	• Comprehending written information and analyzing and applying what has been read to a specific task

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Related Academic and Workplace Skills List

Task	Skill group	Subskill	Description
Unit 7 (cont.)			
	Influence skills	Organizational effectiveness	• Adapting to the organization's goals and traditional modes of operation
Follow verbal directions (A.S. 3)	Communication skills	Listening	• Listening for directions
Follow written directions (A.S. 4)	Foundation skills	Reading	• Comprehending written information and analyzing and applying what has been read to a specific task
Give verbal directions while demonstrating a task (A.S. 5)	Foundation skills	Reading	• Comprehending written information and analyzing and applying what has been read to a specific task
		Writing	• Communicating a fact in written form in a clear, concise manner
	Communication skills	Oral communication	• Communicating a thought or fact in spoken form in a clear, concise manner
	Adaptability skills	Creative thinking	• Using imagination to create something new
Write and format a business letter (A.S. 6)	Foundation skills	Reading	• Comprehending written information and analyzing and applying what has been read to a specific task
		Writing	• Communicating a fact in written form in a clear, concise manner
	Adaptability skills	Creative thinking	• Using imagination to create something new
		Problem solving	• Recognizing and defining problems and inventing and implementing solutions
Address long and short business envelopes and fold and insert letters (A.S. 7)	Foundation skills	Reading	• Comprehending written information and analyzing and applying what has been read to a specific task
		Writing	• Communicating a fact in written form in a clear, concise manner
Write and format a simple memorandum (A.S. 8)	Foundation skills	Reading	• Comprehending written information and analyzing and applying what has been read to a specific task

Related Academic and Workplace Skills List

Task	Skill group	Subskill	Description
Unit 7 (cont.)			
		Writing	• Communicating a fact in written form in a clear, concise manner
	Adaptability skills	Creative thinking	• Using imagination to create something new
		Problem solving	• Recognizing and defining problems and inventing and implementing solutions
Write and format an informal business report (A.S. 9)	Foundation skills	Reading	• Comprehending written information and analyzing and applying what has been read to a specific task
		Writing	• Communicating a fact in written form in a clear, concise manner
	Adaptability skills	Creative thinking	• Using imagination to create something new
		Problem solving	• Recognizing and defining problems and inventing and implementing solutions
Unit 8: Business Equipment and Procedures			
Handle specific credit-card situations (A.S. 1)	Foundation skills	Reading	• Comprehending written information and analyzing and applying what has been read to a specific task
		Writing	• Communicating a fact in written form in a clear, concise manner
	Adaptability skills	Problem solving	• Recognizing and defining problems and inventing and implementing solutions
Select correct business-mail service for processing outgoing mail (A.S. 2)	Foundation skills	Reading	• Comprehending written information and analyzing and applying what has been read to a specific task
	Adaptability skills	Problem solving	• Recognizing and defining problems and inventing and implementing solutions
Compute math problems using a ten-key electronic calculator (A.S. 3)	Foundation skills	Reading	• Comprehending written information and analyzing and applying what has been read to a specific task
		Math	• Applying computation skills such as problem solving as they are actually used on the job

Related Academic and Workplace Skills List

Task	Skill group	Subskill	Description
Unit 8 (cont.)			
Analyze and correct two-way-radio transmissions (A.S. 4)	Foundation skills	Reading	• Comprehending written information and analyzing and applying what has been read to a specific task
		Writing	• Communicating a thought or idea in written form in a clear, concise manner
	Adaptability skills	Creative thinking	• Using imagination to create something new
		Problem solving	• Recognizing and defining problems and inventing and implementing solutions
Process a credit-card sale (J.S. 1)	Foundation skills	Reading	• Comprehending written information and analyzing and applying what has been read to a specific task
	Influence skills	Organizational effectiveness	• Adapting to the organization's traditional modes of operation
Unit 9: Job Application Skills			
Complete a public employment-agency application (A.S. 1)	Foundation skills	Reading	• Comprehending written information and analyzing and applying what has been read to a specific task
		Writing	• Communicating a thought or fact in written form in a clear, concise manner
	Influence skills	Organizational effectiveness	• Adapting to the organization's goals, values, and traditional modes of operation
Determine job requirements from classified ads (A.S. 2)	Foundation skills	Reading	• Comprehending written information and analyzing and applying what has been read to a specific task
		Writing	• Communicating a thought or fact in written form in a clear, concise manner
	Adaptability skills	Problem solving	• Recognizing and defining problems and inventing and implementing solutions
	Influence skills	Organizational effectiveness	• Adapting to the organization's goals, values, and traditional modes of operation

Related Academic and Workplace Skills List

Task	Skill group	Subskill	Description
Unit 9 (cont.)			
Write a letter of application (A.S. 3)	Foundation skills	Reading	• Comprehending written information and analyzing and applying what has been read to a specific task
		Writing	• Communicating a thought or fact in written form in a clear, concise manner
	Adaptability skills	Creative thinking	• Using imagination to create something new
		Problem solving	• Recognizing and defining problems and inventing and implementing solutions
	Influence skills	Organizational effectiveness	• Adapting to the organization's goals, values, culture, and traditional modes of operation
Role-play making a telephone appointment for a job interview (A.S. 4)	Foundation skills	Reading	• Comprehending written information and analyzing and applying what has been read to a specific task
		Writing	• Communicating a thought or fact in written form in a clear, concise manner
	Communication skills	Listening	• Listening for content and for directions
		Oral communication	• Communicating a thought, idea, or fact in spoken form in a clear, concise manner
	Adaptability skills	Creative thinking	• Using imagination to create something new
		Problem solving	• Recognizing and defining problems and inventing and implementing solutions
	Group-effectiveness skills	Teamwork	• Working together in a group to reach a common goal
	Influence skills	Organizational effectiveness	• Adapting to the organization's goals, values, culture, and traditional modes of operation
Prepare a personal resumé (A.S. 5)	Foundation skills	Reading	• Comprehending written information and analyzing and applying what has been read to a specific task

Related Academic and Workplace Skills List

Task	Skill group	Subskill	Description
Unit 9 (cont.)			
		Writing	• Communicating a thought or fact in written form in a clear, concise manner
	Adaptability skills	Creative thinking	• Using imagination to create something new
		Problem solving	• Recognizing and defining problems and inventing and implementing solutions
	Influence skills	Organizational effectiveness	• Adapting to the organization's goals, values, culture, and traditional modes of operation
Complete a job application form (A.S. 6)	Foundation skills	Reading	• Comprehending written information and analyzing and applying what has been read to a specific task
		Writing	• Communicating a thought or fact in written form in a clear, concise manner
	Influence skills	Organizational effectiveness	• Adapting to the organization's values and traditional modes of operation
Complete a work-permit application form (A.S. 7)	Foundation skills	Reading	• Comprehending written information and analyzing and applying what has been read to a specific task
		Writing	• Communicating a thought or fact in written form in a clear, concise manner
	Influence skills	Organizational effectiveness	• Adapting to the organization's values and traditional modes of operation
Complete a pre-employment test (A.S. 8)	Foundation skills	Reading	• Comprehending written information and analyzing and applying what has been read to a specific task
	Influence skills	Organizational effectiveness	• Adapting to the organization's values and traditional modes of operation
Participate as the applicant in a job interview role-play (A.S. 9)	Foundation skills	Reading	• Comprehending written information and analyzing and applying what has been read to a specific task

Related Academic and Workplace Skills List

Task	Skill group	Subskill	Description
Unit 9 (cont.)			
		Writing	• Communicating a thought, idea, or fact in written form in a clear, concise manner
	Communication skills	Listening	• Listening for content and direction
		Oral communication	• Communicating a thought, idea, or fact in spoken form in a clear, concise manner
	Adaptability skills	Creative thinking	• Using imagination to create something new
		Problem solving	• Recognizing and defining problems and inventing and implementing solutions
	Group-effectiveness skills	Teamwork	• Working together in a group to reach a common goal
	Influence skills	Organizational effectiveness	• Adapting to the organization's goals, values, and traditional modes of operation
Write a follow-up letter (A.S. 10)	Foundation skills	Reading	• Comprehending written information and analyzing and applying what has been read to a specific task
		Writing	• Communicating a thought, idea, or fact in written form in a clear, concise manner
	Adaptability skills	Creative thinking	• Using imagination to create something new
		Problem solving	• Recognizing and defining problems and inventing and implementing solutions
	Influence skills	Organizational effectiveness	• Adapting to the organization's values and traditional modes of operation
Evaluate a job offer (A.S. 11)	Foundation skills	Reading	• Comprehending written information and analyzing and applying what has been read to a specific task
		Writing	• Communicating a thought, idea, or fact in written form in a clear, concise manner

Related Academic and Workplace Skills List

Task	Skill group	Subskill	Description
		Unit 9 (cont.)	
	Adaptability skills	Problem solving	• Recognizing and defining problems and inventing and implementing solutions
Write an acceptance letter (A.S. 12)	Foundation skills	Reading	• Comprehending written information and analyzing and applying what has been read to a specific task
		Writing	• Communicating a thought, idea, or fact in written form in a clear, concise manner
	Adaptability skills	Creative thinking	• Using imagination to create something new
		Problem solving	• Recognizing and defining problems and inventing and implementing solutions
	Influence skills	Organizational effectiveness	• Adapting to the organization's culture and traditional modes of operation
Evaluate a job rejection (A.S. 13)	Foundation skills	Reading	• Comprehending written information and analyzing and applying what has been read to a specific task
		Writing	• Communicating a thought or fact in written form in a clear, concise manner
	Adaptability skills	Problem solving	• Recognizing and defining problems and inventing and implementing solutions
	Influence skills	Organizational effectiveness	• Adapting to the organization's values and culture

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Introduction to the Hotel Industry
Unit 1

Objective Sheet

Unit objective

After completing this unit, the student should be able to identify occupational areas in the hotel industry and discuss the interrelationship of the occupational areas in the industry. The student should demonstrate these competencies by completing the assignment sheets and by scoring a minimum of 85 percent on the written test.

Specific objectives

After completing this unit, the student should be able to

1. Match terms associated with the hotel industry to their correct definitions.
2. Describe categories of hotels.
3. Match types of chain hotels to their correct descriptions.
4. State purposes of the occupational areas in the hotel industry.
5. Define the job levels in the hotel industry.
6. Compare the advantages and disadvantages of working in the various categories of hotels. (Assignment Sheet 1)
7. Explore the interrelationship of the occupational areas in the hotel industry. (Assignment Sheet 2)

Introduction to the Hotel Industry
Unit 1

Suggested Activities

Instructional plan

Preparation

- Review unit and plan presentation. Study the specific objectives to determine the order in which you will present the objectives.

  Review the unit introduction and teaching suggestions included in the delivery and application section below and plan classroom activities. Also note suggestions for media and supplemental materials.

  Plan presentation to take advantage of student learning styles and to accommodate special-needs students.

- Obtain films, videotapes, and other media to supplement instruction of this unit. See ordering information in the suggested resources section.
- Make transparencies from the transparency masters included in this unit.
- Select teacher components (teacher supplements, written test, student evaluation form) you want to distribute to your students. Copy and prepare these components for distribution.
- Prepare classroom. Put up posters and charts and display articles and other references related to the objectives of this unit.

Delivery and application

Unit introduction

The skill areas appearing in bold-face type in the unit introduction and teaching suggestions refer to the academic and workplace skills identified by the American Society of Training and Development (ASTD) and the U.S. Department of Labor. These have been adapted by MAVCC.

- Provide students with objective sheet. Discuss unit and specific objectives.

Suggested Activities

- Show the video *Hospitality: A World of Opportunities*. While students watch the video, have them note the career opportunities and career paths discussed. After students have viewed the video, conduct a class discussion based upon the lists the students have made. **(Listening for content; writing notes; orally communicating a thought or idea)**

Teaching suggestions

Objective 1 Match terms associated with the hotel industry to their correct definitions.

- Read and discuss with students the terms and definitions presented in this section of the information sheet. Emphasize the definitions of the terms *customer*, *hotel*, and *occupational area*, as these terms will be used throughout this publication.

  Read the definition of the term *customer*. Explain that, to simplify terminology in this publication dealing with both the hospitality and tourism industry, the term *customer* will be used throughout the publication, although the term *guest* is often preferred in the hotel industry.

  Read with students the note under the term *hotel* and stress with students that, to simplify terminology, this term will be used to stand for "any type of establishment that provides sleeping facilities for the public"—whether that establishment is an inn, motel, or whatever. **(Reading/listening for content; applying technical terms)**

  Briefly discuss with students the meaning of the term *occupational area* and why the occupational areas in the hotel industry roughly equate to the divisions present within most hotels (each division consists of a group of jobs similar according to the nature of the work being performed). Explain to students that occupational areas will be discussed further in Objective 4. **(Listening for content; applying technical terms)**

Objective 2 Describe categories of hotels. **Objective 3** Match types of chain hotels to their correct descriptions.

- Read with students the notes and descriptions given in Objectives 2 and 3 of the information sheet. Explain to students that several classification systems can be used to categorize hotels. The classifications given in Objectives 2 and 3 of the information sheet are most commonly used and best meet the purposes of this unit (helping students complete Assignment Sheet 1); however, other systems are sometimes used in the industry. Hand out Teacher Supplements 1 through 3 and discuss other classification systems students may need to be aware of (*Mobil Travel Guide* rating system, categories according to a hotel's level of service, and categories according to a hotel's size). Also, discuss any other types of hotels that may be prevalent in your immediate market—such as bed and breakfast inns, sports lodges, etc. **(Listening for content; reading and applying technical terms)**

- Hand out Assignment Sheet 1, "Compare the Advantages and Disadvantages of Working in the Various Categories of Hotels," and Student Supplement 1, "Advantages and Disadvantages of Working in the Various Categories of Hotels." Read Student Supplement 1 with students and discuss. Then read with students the introduction and directions to Assignment Sheet 1. Stress to students that in completing Assignment Sheet 1 they must make personal decisions as to which aspects of each category appeal to them and which do not. Answer any student questions, and have students complete Assignment Sheet 1. **(Reading, listening for content; orally communicating a thought or idea; listening for direction)**

Objective 4 State purposes of the occupational areas in the hotel industry. **Objective 5** Define the job levels in the hotel industry.

- Treat Objectives 4 and 5 as a unit in discussing the occupational areas and job levels within the industry. In discussing Objective 4, stress the general purpose of each occupational area (division) in a hotel, and in Objective 5, stress the purpose and responsibilities of each job level within a hotel (front-line employees, supervisors, and managers). Use the figures in the information sheet and Transparencies 1 through 4 to illustrate your discussion. Also, obtain and post organizational charts from the various hotels in your market area. Discuss these charts with your students. **(Listening for content; reading written information in graphic form)**

Suggested Activities

- Hand out Student Supplement 2, "Interrelationship of the Occupational Areas in the Hotel Industry," and show the videos "Building a Professional Team" and "Remember Me, I Am the Customer." Discuss with students how important it is that the employees in every division and at every job level do their jobs well and concentrate on the customer. Use the figure in the supplement and Transparency 5 to further illustrate your discussion. **(Listening/reading for content; reading written information in graphic form)**

- Hand out Assignment Sheet 2, "Explore the Interrelationship of the Occupational Areas in the Hotel Industry." Read with students the introduction and the directions for completing the exercise. Answer student questions. Have students complete the written assignment, and then in class discuss student answers to each scenario. List on the chalkboard the occupational areas/job levels students believe would be involved in solving the problem presented in each scenario. **(Listening/reading for content; listening for direction; orally communicating a thought or idea)**

Evaluation

- Evaluate assignment sheets. See the evaluation criteria listed at the top of each assignment sheet as well as the component Answers to Assignment Sheets.
- Give and evaluate written test. See the component Answers to Written Test.
- Compile written-test and assignment-sheet scores on Unit Evaluation Form.
- Reteach and retest as required.

Suggested resources

Resources used in developing this unit

Print media

- Steadmon, Charles E. *Managing Front Office Operations.* East Lansing, Michigan: Educational Institute of the American Hotel and Motel Association, 1985.

Suggested supplemental resources

Print media

- Kasavana, Michael L., and Richard M. Brooks. *Managing Front Office Operations*, 3rd ed. East Lansing, Michigan: Educational Institute of the American Hotel and Motel Association, 1991.

Suggested Activities

- Steadmon, Charles E. *Managing Front Office Operations.* East Lansing, Michigan: Educational Institute of the American Hotel and Motel Association, 1985.
- Vallen, Jerome J. *Check In • Check Out,* 3rd ed. Dubuque, Iowa: Wm. C. Brown Publishers, 1985.

Nonprint media

- *Hospitality: A World of Opportunities.* Video, 10 minutes, Educational Institute of the American Hotel and Motel Association, copyright 1990. Video may be purchased for $54.95 or supplied as a seven-day rental for $30.00. To order, phone 1-800-752-4567, extension 190, or write to the following address:

  Educational Institute of the American
    Hotel and Motel Association
  P.O. Box 1240
  East Lansing, MI 48826-9924.

  This video helps students recognize the career areas in the hotel industry.

- *Remember Me, I Am the Customer.* CRM McGraw-Hill Films, Inc., copyright 1981. Video may be purchased for $595. To order, phone 1-800-421-0832, or write the following address:

  McGraw-Hill Films, Inc.
  2233 Faraday Avenue
  Carlsbad, CA 92008-9829.

  This video provides students with clear illustrations of how customers should be treated and helps students maintain a positive attitude toward customers and the people they work with.

Suggested Activities

- *Building a Professional Team.* Video, 14 minutes, Educational Institute of the American Hotel and Motel Association, copyright 1988. The video may be purchased for $131.95 or supplied as a seven-day rental for $60. To order, phone 1-800-752-4567, extension 190, or write to the following address:

  Educational Institute of the American
    Hotel and Motel Association
  P.O. Box 1240
  East Lansing, MI 48826-9924.

  This video describes how every employee is involved in customer service—not just the employees in the guest-service division.

Introduction to the Hotel Industry
Unit 1

Answers to Assignment Sheets

Assignment Sheet 1—Student performance should be evaluated according to the criteria listed on the assignment sheet.

Assignment Sheet 2—Student performance should be evaluated according to the criteria listed on the assignment sheet. Content of each item in the exercise may be evaluated using the following suggestions as guides.

1. The front-desk employee in the guest-service division should contact an employee in the maintenance division.
2. The front-desk employee should contact an employee in the housekeeping division.
3. The server should inform the food and beverage manager, who may need to consult the sales and marketing division about coordination between the two divisions.
4. The front-desk employee should contact the security division.
5. The cashier should call his or her supervisor for permission to reduce the customer's bill and also inform the housekeeping manager about the problem.
6. The housekeeper should contact the maintenance division.
7. The general manager should contact the manager of the food and beverage division and have the manager identify and counsel the employee as to proper customer relations.
8. The PBX employee should inform the guest-service manager about the customer complaints. The guest-service manager may need to notify the general manager to receive permission to work with the repair and maintenance manager or outside agencies in getting the phone-system problem solved.
9. The front-desk employee should inform the customer of the proper evacuation procedure, and then immediately notify both the security and maintenance divisions.
10. The salesperson should contact the concierge for entertainment possibilities outside the hotel and perhaps also work with the food and beverage manager to arrange special in-hotel activities for the group.

Introduction to the Hotel Industry
Unit 1

Answers to Written Test

1. a. 9
   b. 3
   c. 11
   d. 6
   e. 1
   f. 7
   g. 4
   h. 2
   i. 5
   j. 10
   k. 8
   l. 14
   m. 13
   n. 12

2. a. Property usually located in a commercial area and catering primarily to transient business clients; provides amenities required by business clients, such as conference rooms, computer terminals in guestrooms, and airport pick-up services
   b. Property usually located near a natural attraction, such as the ocean, a lake, or mountains, or near a commercial attraction, such as an amusement park, and catering primarily to tourists staying for longer periods of time; provides a relaxed atmosphere and amenities such as golf, tennis, nature hikes, and social activities such as dances
   c. Property associated with a gambling facility and functioning in a support role to the gambling facility; provides amenities such as specialty restaurants, extravagant shows, and charter flights to attract customers to the gambling facility
   d. Property usually located on or near a university and catering to people attending conferences; provides an environment and amenities that are conducive to learning
   e. Privately owned property having no ownership or management affiliations with regard to policies, procedures, or financial obligations
   f. Property having some degree of affiliation with an ownership or management organization

3. a. 1
   b. 3
   c. 4
   d. 2

4. a. Provides customer services required by guests staying in the hotel
   b. Provides food and beverage services in facilities such as restaurants, coffee shops, lounges, room service, and banquet or meeting rooms
   c. Develops and implements marketing plan to attract customers to the property
   d. Handles the financial activities of the property
   e.. Maintains the appearance of both the interior and exterior components of a property and keeps all equipment operational

Answers to Written Test

f. Sees to it that customers are safe and secure during their stay at the hotel
g. Provides clean and ready vacant rooms, cleans occupied rooms, helps the front desk keep a current status of every hotel room, and cleans the public areas of the hotel

5. a. People who have direct contact with customers
b. People who monitor front-line employees, making sure the policies and procedures of the property are followed
c. People who set policies and procedures of the property and establish standards to accomplish the goals and missions of the property, hire and fire employees, solve problems, and make decisions

Introduction to the Hotel Industry
Unit 1

Written Test

Name ______________________________ Score ______________

1. Match terms associated with the hotel industry to their correct definitions. Write the numbers on the blanks provided.

_____a. Below or under; being an assistant

_____b. License granted an individual or group to market a company's goods or services in a particular territory

_____c. Population toward which a marketing plan is directed

_____d. Group of jobs similar according to the nature of the work being performed

_____e. Close connection as a member of an association

_____f. Term used for hotel switchboard equipment

_____g. Top executive of a property; reports directly to owner or ownership company

_____h. Hotel staff member who specializes in providing extended customer services

_____i. Establishment that provides sleeping facilities for the public

_____j. Passing through or by a place with only a brief stay

_____k. Assistant to the general manager and acting general manager whenever the general manager is absent from the property

_____l. Distinctive behavioral or emotional characteristic of an individual's personality

_____m. Person who patronizes a hotel

_____n. Something that provides material comfort or convenience

1. Affiliation
2. Concierge
3. Franchise
4. General manager
5. Hotel
6. Occupational area
7. Private branch exchange
8. Resident manager
9. Sous
10. Transient
11. Target market
12. Amenity
13. Customer
14. Personality trait

Written Test

2. Describe categories of hotels. Write your answers on the blanks provided beside each of the terms below.

   a. Commercial hotel ____________________

   b. Resort hotel ____________________

   c. Casino hotel ____________________

   d. Conference/continuing-education center ____________________

   e. Independent hotel ____________________

Written Test

f. Chain hotel ____

____

____

____

____

3. Match types of chain hotels to their correct descriptions. Write the numbers on the blanks provided.

______a. Property owned and operated by a multi unit company where all properties carry the same name and maintain standard operating procedures

______b. Independently owned property licensed by a franchising agency to operate under its standard format for doing business

______c. Independently owned property affiliated with other independent hotels that have each agreed to provide certain consistent services

______d. Property independently owned but operated by a hotel-management company under contract to the owner

1. Parent-company hotel
2. Management-contract hotel
3. Franchise hotel
4. Referral-group hotel

4. State purposes of the occupational areas in the hotel industry. Write your answers on the blanks provided beside each of the terms below.

a. Guest-service division ____

____

____

b. Food and beverage division ____

____

____

Written Test

c. Sales and marketing division ______________________________

____

____

d. Accounting division ______________________________

____

____

e. Repair and maintenance division ______________________________

____

____

f. Security division ______________________________

____

____

g. Housekeeping division ______________________________

____

____

5. Define the job levels in the hotel industry. Write your answers on the blanks provided beside each of the terms below.

a. Front-line employees ______________________________

____

b. Supervisors ______________________________

____

c. Managers ______________________________

____

Permission to duplicate this test is granted.

Introduction to the Hotel Industry
Unit 1

Unit Evaluation Form

Student name ______________________________ Unit rating __________

Assignment-sheet ratings

Assignment Sheet 1—Compare the Advantages and Disadvantages of Working in the Various Categories of Hotels Rating ______

Comments: ____

____

____

Assignment Sheet 2—Explore the Interrelationship of the Occupational Areas in the Hotel Industry Rating ______

Comments: ____

____

____

Written-test scores

Pretest ______ Posttest ______ Other ______

Comments: ____

____

____

Teacher signature ______________________________ Date __________

Student signature ______________________________ Date __________

Permission to duplicate this form is granted.

Introduction to the Hotel Industry
Unit 1

Teacher Supplement 1—Categories of Hotels According to the Mobil Travel Guide Rating System

Among the criteria and rating standards used in evaluating properties that are included in the Mobil Travel Guide are quality of physical structure, cleanliness, maintenance, housekeeping, overall service, and the level of luxury. Regional differences are taken into account in the ratings since customers have different expectations, e.g., for a historic inn in northern New England, a dude ranch in the southwest, and a hotel in the center of a major city.

A One-Star property is clean and comfortable and worth the price charged when compared to other properties in the area. If the property is also relatively inexpensive, it may receive a checkmark for good value in addition to the One-Star rating. This category of hotel offers limited services. There may not be a 24-hour front desk or phone service; or there may be no restaurant and the furnishings will not be luxurious. However, housekeeping and maintenance are good and service is courteous.

A Two-Star property has more to offer than a One-Star property. This category of property has some—but not necessarily all—of the following services: better-quality furniture, larger bedrooms, restaurant on the premises, color TV in all rooms, direct-dial phones or 24-hour switchboard, room service, and a swimming pool. Again, in this category luxury is not essential, but cleanliness and comfort are.

A Three-Star property is a full-service, professionally managed and staffed accommodation. A Three-Star establishment offers a truly excellent lodging experience. The range of facilities is extensive making a stay there a very pleasant travel experience.

Four and Five-Star properties make up a very small percentage (less than two percent) of the total number of properties listed in the Guide. Four-Star awards go to those properties defined as OUTSTANDING— WORTH A SPECIAL TRIP. These establishments, which are highly competitive, are described in superlative terms and far exceed normal expectations in design, level of luxury, service, elegance, and uniqueness. The entire operation is characterized by attention to detail, efficiency, and a feeling that guest comfort and convenience are the prevailing concern of the staff.

A Five-Star rating goes to those few properties that go beyond comfort and service to deserve the description "one of the best in the country." All possess the qualities characterizing a Four-Star, but offer even more services, ambience, and facilities for guests. This category of property must have a superior restaurant, and twice-daily maid service is standard. The lobby is beautiful, often furnished in fine antiques. If there are grounds surrounding the property, they are meticulously groomed and landscaped. The staff makes each guest feel that he or she is a VIP. The quality of a Five-Star property must be sustained continuously from year to year.

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Introduction to the Hotel Industry
Unit 1

Teacher Supplement 2—Categories of Hotels According to Level of Service

Hotels are classified into one of three categories according to the level of service offered to their guests: full service (world-class service, luxury service), mid-range service, and limited service (economy service, budget service). The level of service offered at a certain hotel is usually reflected in the size of the staff, the number and quality of amenities offered, the luxuriousness of its facilities, and as a consequence of the other factors listed, the room rate charged.

Full-service hotels target wealthy people as their primary market. To cater to this exacting clientele, guestrooms offer amenities such as expensive soap and shampoo, bathrobes, luxury towels and linens, lavish furnishings, decor, and artwork; daily newspapers and magazines; fruit and flowers; candy and beverages; turn-down service for the beds; concierge service; and special registration procedures. The hotel facilities are often very lavish, and many types of shops and restaurants are located in the hotel. To provide all these special services, full-service hotels must have a very large staff and charge a high room rate.

Mid-range service hotels target the commercial traveler (businesspersons, government employees, etc.) and offer a level of service that is not overly elaborate but sufficient and a modest room rate. Amenities offered are those that appeal to the target market: uniformed-service personnel, airport limousine service, soft-drink vending machines, ice machines, room service, and a restaurant and lounge on the premises. Meeting rooms are also usually found in mid-range hotels.

Hotels offering **limited service** cater to the guest who wants a limited room rate and nothing more than a good bed and a clean room and bath. The staff of this type of hotel is usually very small—sometimes no more than one front-office person and the housekeeping staff. In-room amenities are often limited to a television set. Food service may not be located on the premises.

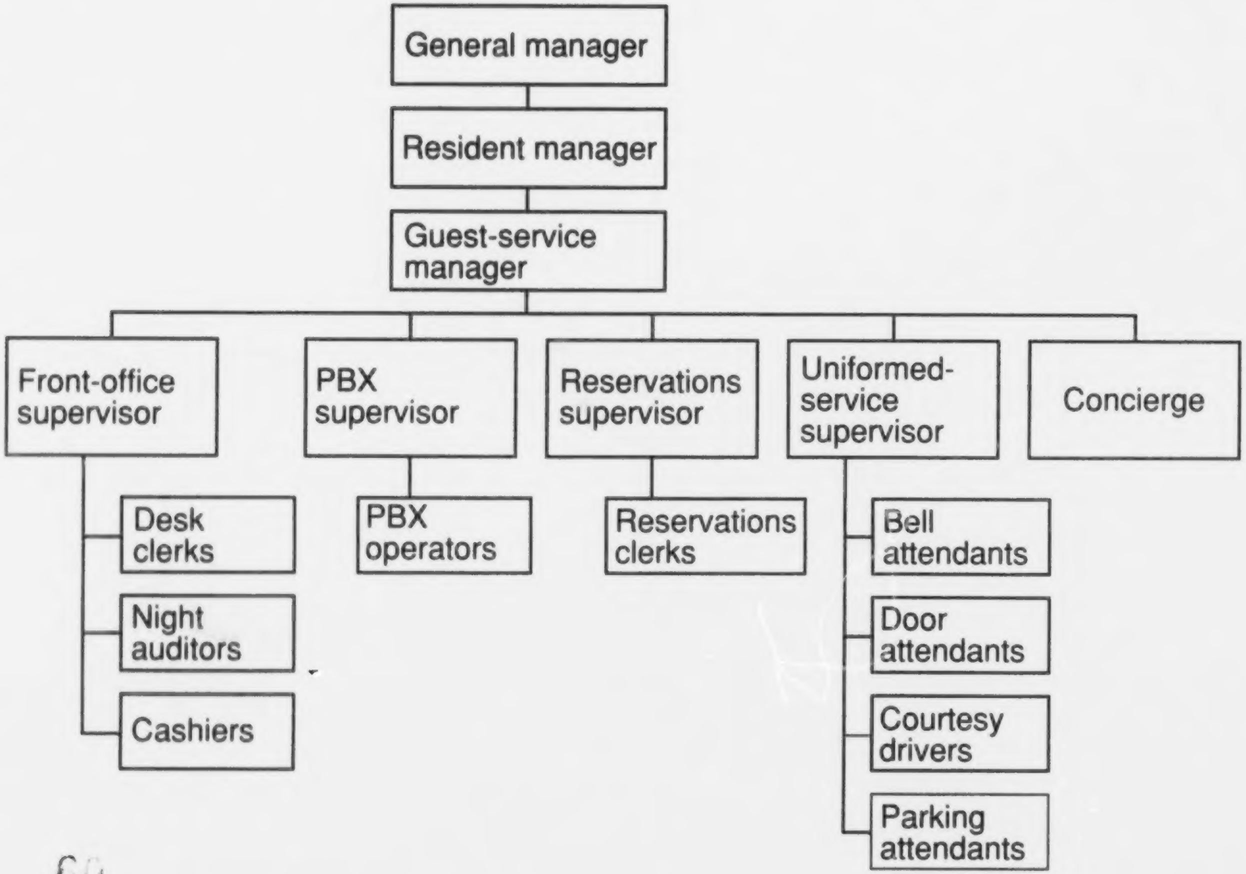
Introduction to the Hotel Industry
Unit 1

Teacher Supplement 3—Categories of Hotels According to Size

The United States Department of Commerce classifies hotels based on size determined by the number of rooms within a property. The four classifications established by the department are as follows.

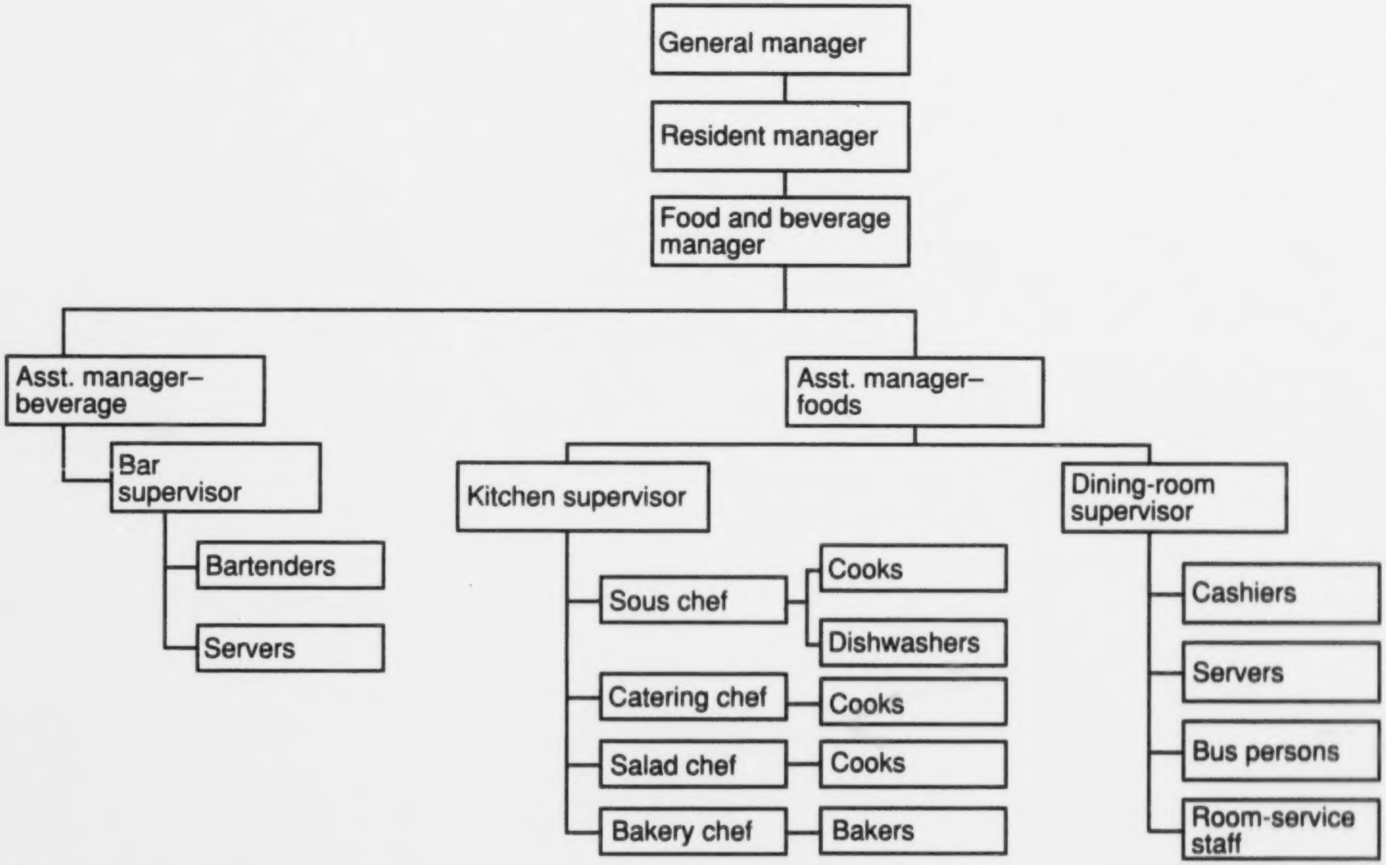
- Under 150 rooms
- 150 to 299 rooms
- 300 to 600 rooms
- Over 600 rooms

Organizational Chart—Guest-Service Division



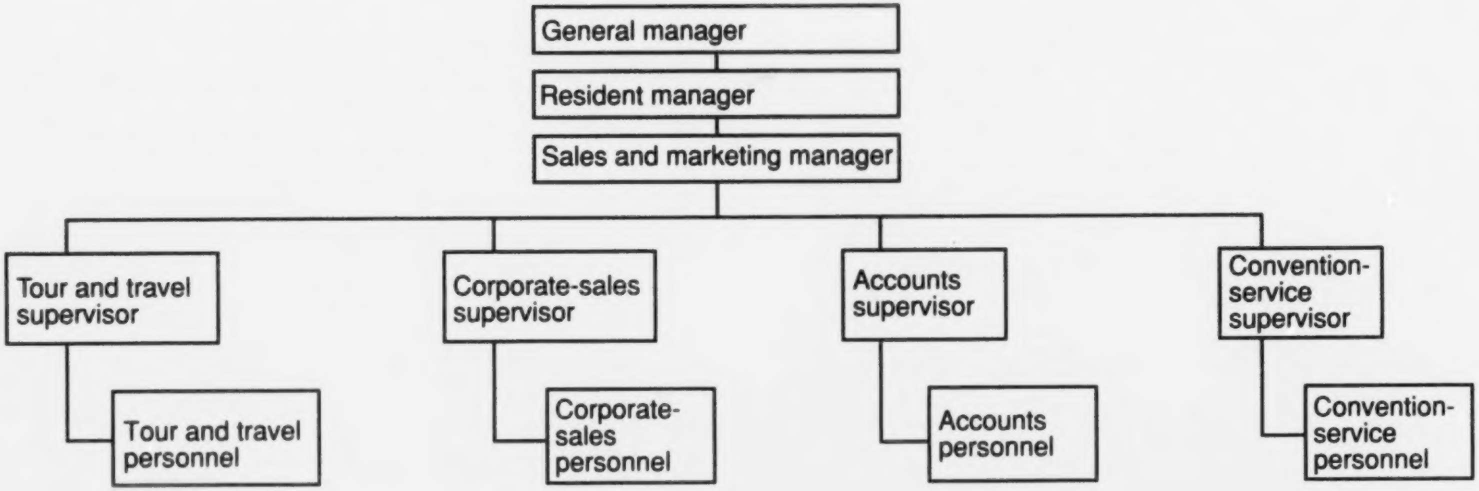
- General manager
  - Resident manager
    - Guest-service manager
      - Front-office supervisor
        - Desk clerks
        - Night auditors
        - Cashiers
      - PBX supervisor
        - PBX operators
      - Reservations supervisor
        - Reservations clerks
      - Uniformed-service supervisor
        - Bell attendants
        - Door attendants
        - Courtesy drivers
        - Parking attendants
      - Concierge

Organizational Chart—Food and Beverage Division



- General manager
  - Resident manager
    - Food and beverage manager
      - Asst. manager–beverage
        - Bar supervisor
          - Bartenders
          - Servers
      - Asst. manager–foods
        - Kitchen supervisor
          - Sous chef
            - Cooks
            - Dishwashers
          - Catering chef
            - Cooks
          - Salad chef
            - Cooks
          - Bakery chef
            - Bakers
        - Dining-room supervisor
          - Cashiers
          - Servers
          - Bus persons
          - Room-service staff

Organizational Chart—Sales and Marketing Division



General manager

Resident manager

Sales and marketing manager

Tour and travel supervisor

Tour and travel personnel

Corporate-sales supervisor

Corporate-sales personnel

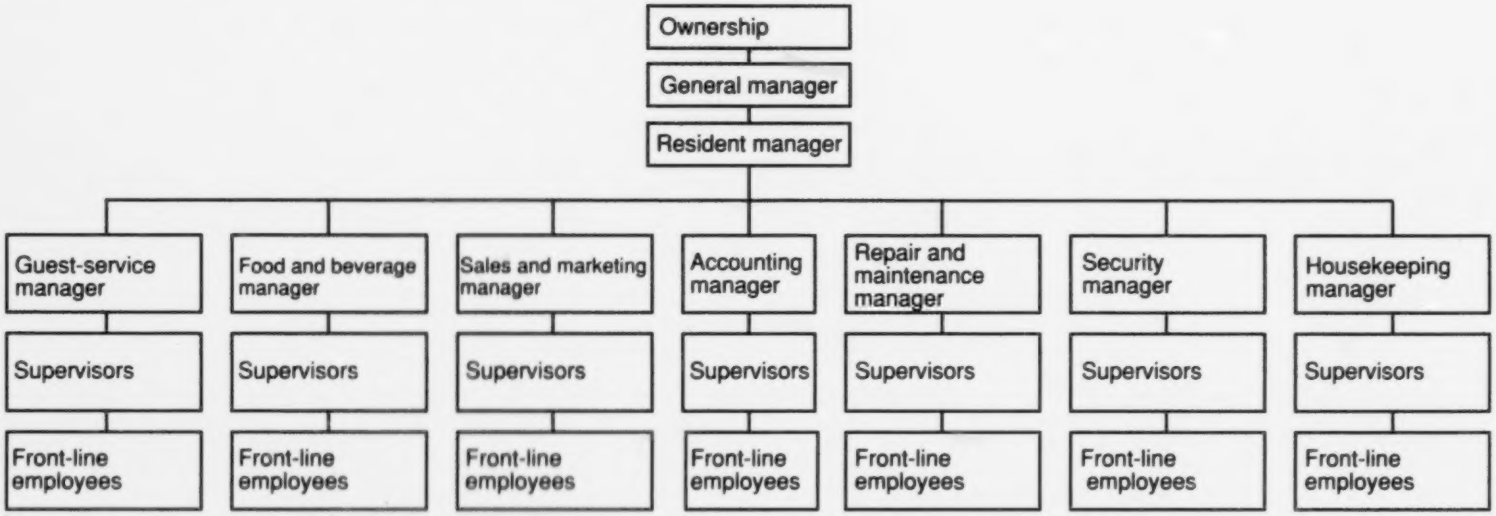
Accounts supervisor

Accounts personnel

Convention-service supervisor

Convention-service personnel

Management-Level Chart



Ownership

General manager

Resident manager

- Guest-service manager
  - Supervisors
    - Front-line employees
- Food and beverage manager
  - Supervisors
    - Front-line employees
- Sales and marketing manager
  - Supervisors
    - Front-line employees
- Accounting manager
  - Supervisors
    - Front-line employees
- Repair and maintenance manager
  - Supervisors
    - Front-line employees
- Security manager
  - Supervisors
    - Front-line employees
- Housekeeping manager
  - Supervisors
    - Front-line employees

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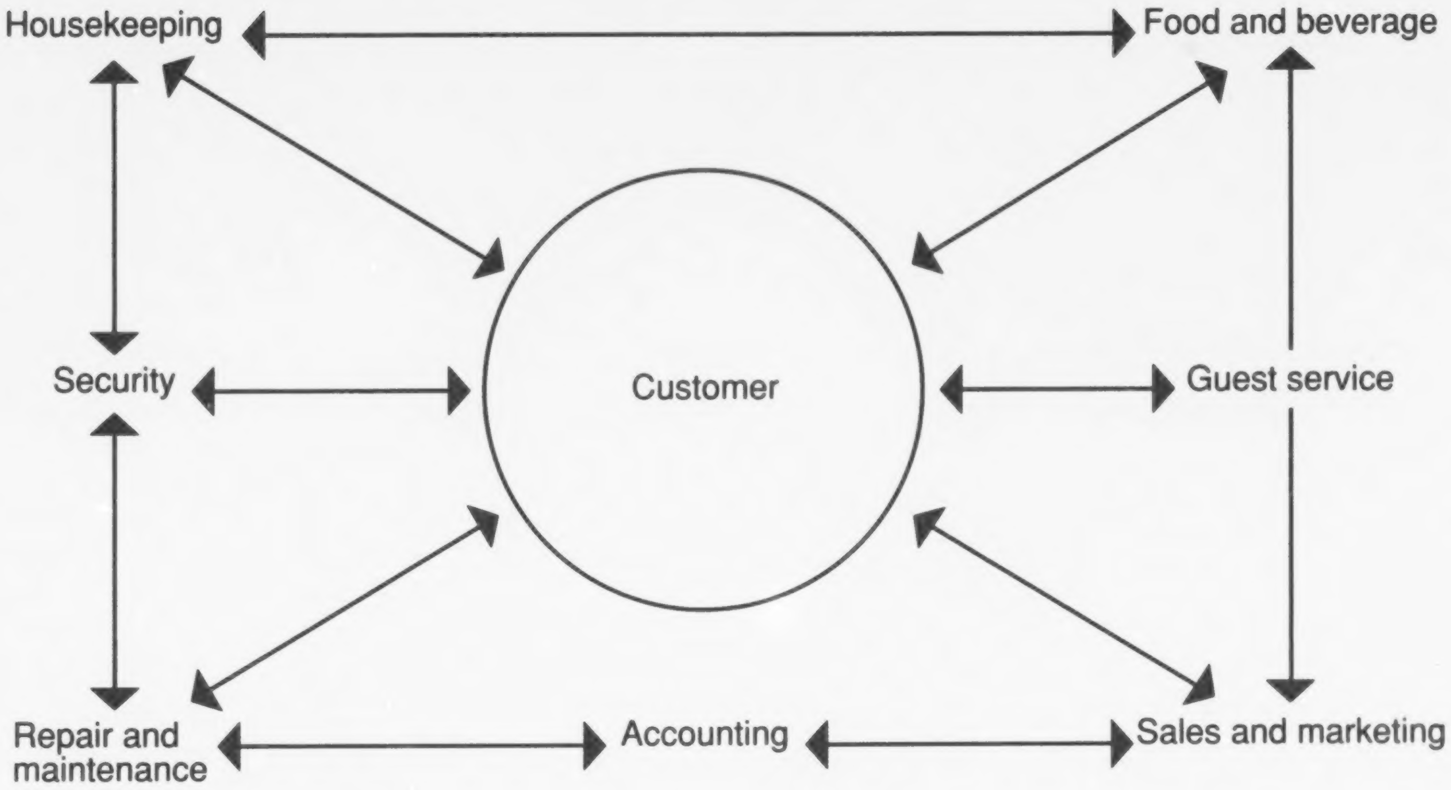
TM 4

Interrelationship of the Occupational Areas in the Hotel Industry



Housekeeping

Food and beverage

Security

Customer

Guest service

Repair and maintenance

Accounting

Sales and marketing

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Introduction to the Hotel Industry
Unit 1

Information Sheet

1. **Terms and definitions associated with the hotel industry**

- **Affiliation**—Close connection as a member of an association
- **Amenity**—Something that provides material comfort or convenience
- **Concierge**—Hotel staff member who specializes in providing extended customer services

  Note: The concierge (pronounced *kōn-´ syerzh*) provides special services, such as making theater reservations and organizing special functions.
- **Customer** (guest, client)—Person who patronizes a hotel
- **Franchise**—License granted an individual or group to market a company's goods or services in a particular territory
- **General manager**—Top executive of a property; reports directly to owner or ownership company
- **Hotel** (property)—Establishment that provides sleeping facilities for the public

  Note: In this publication, the terms *hotel* and *property* are used to indicate any type of establishment that provides sleeping facilities to the public—whether that establishment is called a *hotel*, *motel*, *motor hotel*, or *inn*. A specific property seldom fits any particular definition, and service procedures vary little with property type. Therefore, to simplify terminology, the terms *hotel* or *property* will be used exclusively.
- **Occupational area**—Group of jobs similar according to the nature of the work being performed

  Note: The occupational areas in the hotel industry include guest service, food and beverage, sales and marketing, accounting, repair and maintenance, security, and housekeeping.
- **Personality trait**—Distinctive behavioral or emotional characteristic of an individual's personality
- **Private branch exchange** (PBX)—Term used for hotel switchboard equipment
- **Resident manager**—Assistant to the general manager and acting general manager whenever the general manager is absent from the property

Information Sheet

- **Sous**—Below or under; being an assistant

  Example: Sous (pronounced *sü*) chef

- **Transient**—Passing through or by a place with only a brief stay
- **Target market**—Population toward which a marketing plan is directed

  Example: Business clients

2. **Categories of hotels and their descriptions**

Note: As was stated in the note associated with the definition of the term *hotel*, it is very difficult to classify hotels into categories. However, descriptions of categories are sometimes needed for explanatory purposes. One classification system used categorizes hotels on the basis of location, typical client served, and amenities offered; another classification system categorizes hotels according to the property's ownership or affiliation.

a. **Categories according to location, typical client served, and amenities offered**

- **Commercial hotel**—Property usually located in a commercial area and catering primarily to transient business clients; provides amenities required by business clients, such as conference rooms, computer terminals in guestrooms, and airport pick-up services

  Examples: Airport hotels, convention hotels

- **Resort hotel**—Property usually located near a natural attraction, such as the ocean, a lake, or mountains, or near a commercial attraction, such as an amusement park, and catering primarily to tourists staying for longer periods of time; provides a relaxed atmosphere and amenities such as golf, tennis, nature hikes, and social activities such as dances

  Example: Swan Hotel, Disney World

- **Casino hotel**—Property associated with a gambling facility and functioning in a support role to the gambling facility; provides amenities such as specialty restaurants, extravagant shows, and charter flights to attract customers to the gambling facility

  Example: Ceasar's Palace, Las Vegas

- **Conference/continuing-education center**—Property usually located on or near a university and catering to people attending conferences; provides an environment and amenities that are conducive to learning

  Example: Student Union Hotel, Oklahoma State University

Information Sheet

b. **Categories according to hotel ownership/affiliation**

- **Independent hotel**—Privately owned property having no ownership or management affiliations with regard to policies, procedures, or financial obligations

  Note: Because independent hotels have no affiliations, they have the advantage of maintaining a particular image geared to attracting a specific target market.

- **Chain hotel**—Property having some degree of affiliation with an ownership or management organization

  Note: There are several types of chain hotels, depending upon the type of affiliation that the hotel has with the chain organization.

3. **Types of chain hotels and their descriptions**

- **Parent-company hotel**—Property owned and operated by a multi-unit company where all properties carry the same name and maintain standard operating procedures

  Example: Marriott

- **Management-contract hotel**—Property independently owned but operated by a hotel-management company under contract to the owner

- **Franchise hotel**—Independently owned property licensed by a franchising agency to operate under its standard format for doing business

  Examples: Holiday Inn, Ramada Inn, Best Western, Embassy Suites, Sheraton

- **Referral-group hotel**—Independently owned property affiliated with other independent hotels that have each agreed to provide certain consistent services

4. **Occupational areas in the hotel industry and their purposes**

Note: The occupational areas in the hotel industry roughly equate with the various divisions within a hotel because each division consists of a group of jobs similar according to the nature of the work being performed.

- **Guest-service division** (see Figure 1)—Provides customer services required by guests staying in the hotel

  Note: The following departments are typically included in the guest-service division of a property: front office, PBX, reservations, concierge, and uniformed service.

Information Sheet

The **front-office staff** registers guests, assigns guests to rooms, and checks guests out. They also post payments and charges on guest accounts, make change, cash guests' checks, and deliver messages. Jobs within the front-office department include front-office supervisor, desk clerks, night auditors, and cashiers.

The **PBX department** provides the communication link between the hotel staff and its potential guests and suppliers and between registered guests and family, friends, and business associates. The PBX staff members handle incoming calls, outgoing local and long-distance calls, and internal calls from guestroom to guestroom or from one hotel division to another. Jobs within the telephone department include PBX supervisor and the PBX operators.

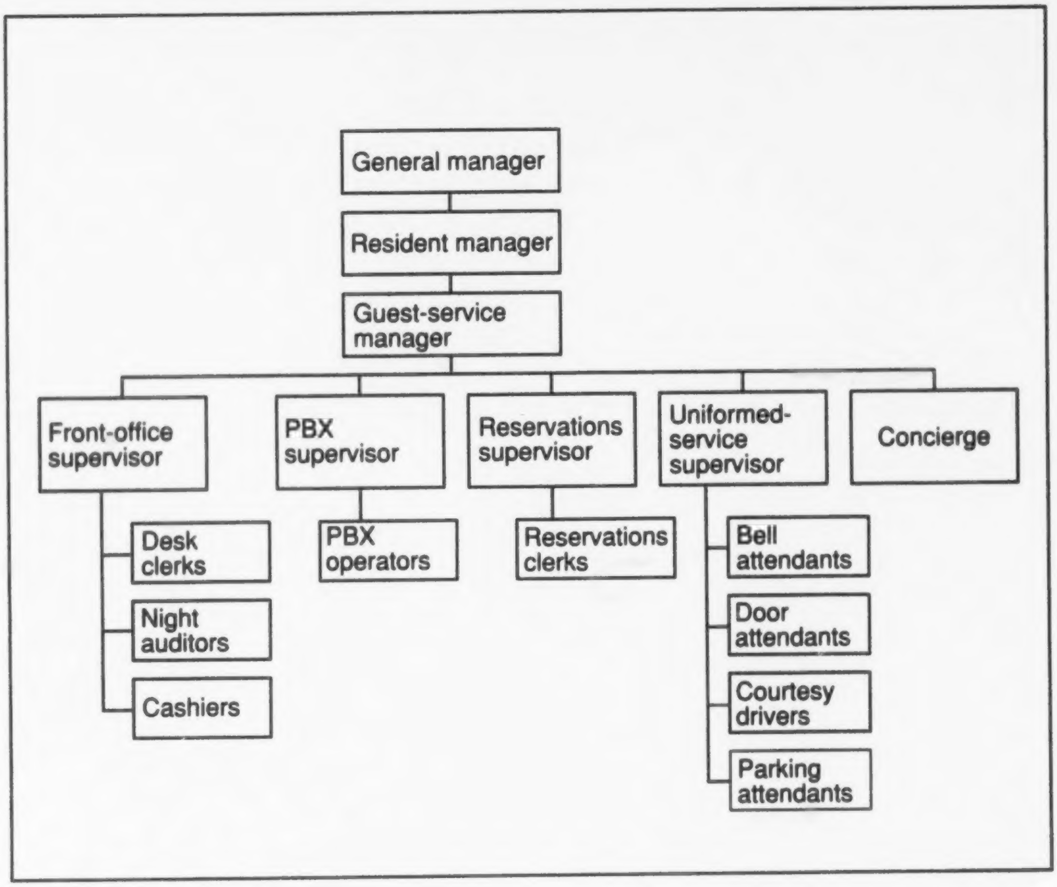
The **reservations department** quotes guestroom rates according to hotel policy, accepts or denies reservations, changes the status of accepted reservations as necessary, and keeps an up-to-date inventory of the status of the rooms sold. Jobs within the reservations department include the reservations supervisor and the reservation clerks.

The **concierge** is usually located in the lobby or on a special concierge floor (luxury floor). The staff of this department arranges extended guest services such as making theater or restaurant reservations, providing baby-sitting or secretarial services, taking messages, and organizing special guest functions in the hotel. The staff also serves as a source of information about the area where the hotel is located. Jobs within the department include the concierge and the concierge staff members or personnel.

The staff members of the **uniformed-service department** greet arriving guests and help them to the front desk and to their rooms; they take departing guests to the cashier, out the front door, and into their transportation. Jobs within the uniformed-service department include the uniformed-service supervisor, parking attendants, door attendants, courtesy drivers, and bell attendants.

Information Sheet

Figure 1: Typical organizational chart for the guest-service division


General manager
Resident manager
Guest-service manager
Front-office supervisor
PBX supervisor
Reservations supervisor
Uniformed-service supervisor
Concierge
Desk clerks
Night auditors
Cashiers
PBX operators
Reservations clerks
Bell attendants
Door attendants
Courtesy drivers
Parking attendants

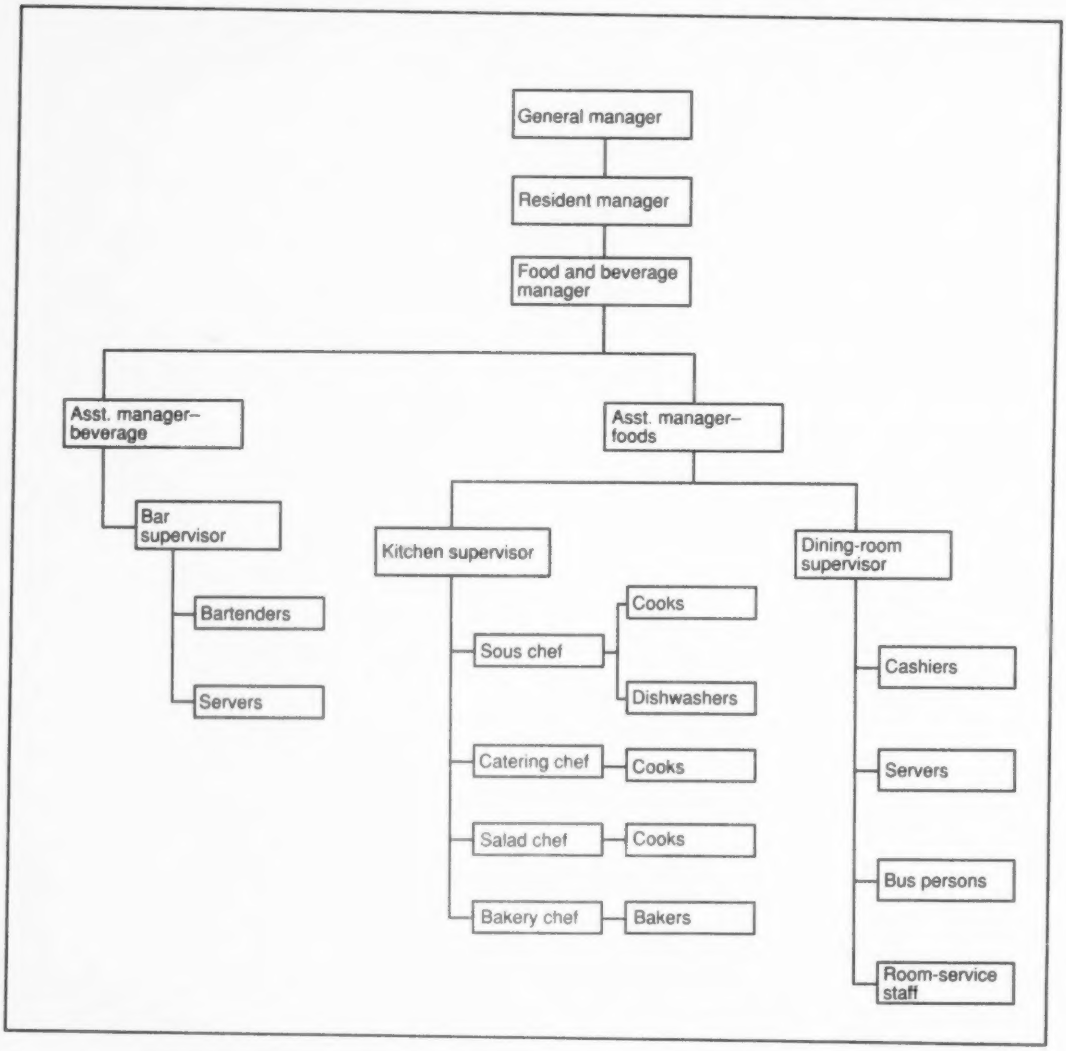
- **Food and beverage division** (see Figure 2)—Provides food and beverage services in facilities such as restaurants, coffee shops, lounges, room service, and banquet or meeting rooms

  Note: Most food and beverage divisions contain two separate departments with different functions. Functions of the food department include purchasing, receiving, storing, preparing, selling, and serving food, and collecting and accounting for receipts. Functions of the beverage department include purchasing, storing, selling, and serving alcholic beverages, and collecting and accounting for receipts.

  Typical jobs within the division are shown in Figure 2 on the next page.

Information Sheet

Figure 2: Typical organizational chart for the food and beverage division


General manager
Resident manager
Food and beverage manager
Asst. manager–beverage
Asst. manager–foods
Bar supervisor
Bartenders
Servers
Kitchen supervisor
Sous chef
Cooks
Dishwashers
Catering chef
Cooks
Salad chef
Cooks
Bakery chef
Bakers
Dining-room supervisor
Cashiers
Servers
Bus persons
Room-service staff

- **Sales and marketing division** (see Figure 3)—Develops and implements marketing plan to attract customers to the property

  Note: The primary goal of the sales and marketing division is to design brochures, billboards, advertisements, and sales promotions to attract customers to the hotel. To provide these services, the sales and marketing staff must develop marketing plans and budgets and coordinate these plans with the supervisors in all of the other divisions in the hotel. In a large property, the sales and marketing staff might include a sales and marketing manager, a tour and travel supervisor, a corporate sales supervisor, an accounts supervisor, and convention-service supervisor. See Figure 3 on the next page.

Information Sheet

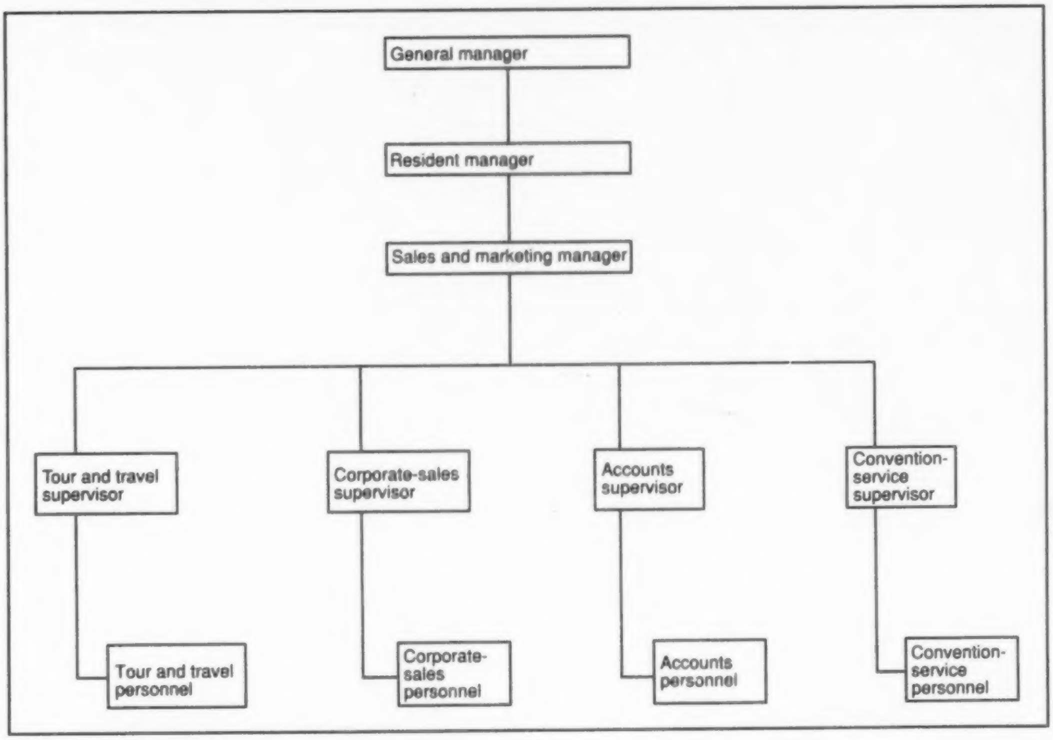

General manager
Resident manager
Sales and marketing manager
Tour and travel supervisor
Corporate-sales supervisor
Accounts supervisor
Convention-service supervisor
Tour and travel personnel
Corporate-sales personnel
Accounts personnel
Convention-service personnel

Figure 3: Typical organizational chart for the sales and marketing division

- **Accounting division**—Handles the financial activities of the property

  Note: Duties of the accounting division may include paying all bills, sending out statements, receiving payments, computing and writing payroll checks, making bank deposits, and compiling monthly income statements.

  The accounting manager may or may not be a certified public accountant, but will certainly have a great deal of knowledge of hotel accounting procedures. The number of people working as supervisors and front-line employees in this division depends on the size of the property and the amount of business generated.

- **Repair and maintenance division**—Maintains the appearance of both the interior and exterior components of a property and keeps all equipment operational

  Note: The repair and maintenance division is headed by a manager who must closely coordinate his or her employees' activities to meet the needs of the housekeeping and front-office staffs. The staff members of this department are often skilled in carpentry, plumbing, and electrical work.

Information Sheet

- **Security division**—Sees to it that customers are safe and secure during their stay at the hotel

  Note: The security-division manager works with other division managers (especially guest service and housekeeping) to develop and implement the security program for the hotel. The security staff is usually uniformed and their duties include patrolling the hotel premises, watching TV displays from cameras located in various places throughout the hotel, and training the hotel staff in various methods of preventing theft and in providing a safe environment for customers and other staff members.

- **Housekeeping division**—Provides clean and ready vacant rooms, cleans occupied rooms, helps the front desk keep a current status of every hotel room, and cleans the public areas of the hotel

  Note: The housekeeping division is headed by a housekeeping manager (sometimes called an *executive housekeeper*). The housekeeping manager works closely with guest-service and repair and maintenance personnel to develop a housekeeping plan for the entire hotel and to ensure that all areas of the hotel meet the strict local and state health codes for housekeeping standards.

  To implement the housekeeping plan, the housekeeping manager divides the hotel into sections (often by floor) and schedules a certain number of housekeepers to each section. Housekeepers may also be directly supervised by personnel called *floor supervisors*.

5. **Job levels in the hotel industry and their definitions**

- **Front-line employees**—People who have direct contact with customers

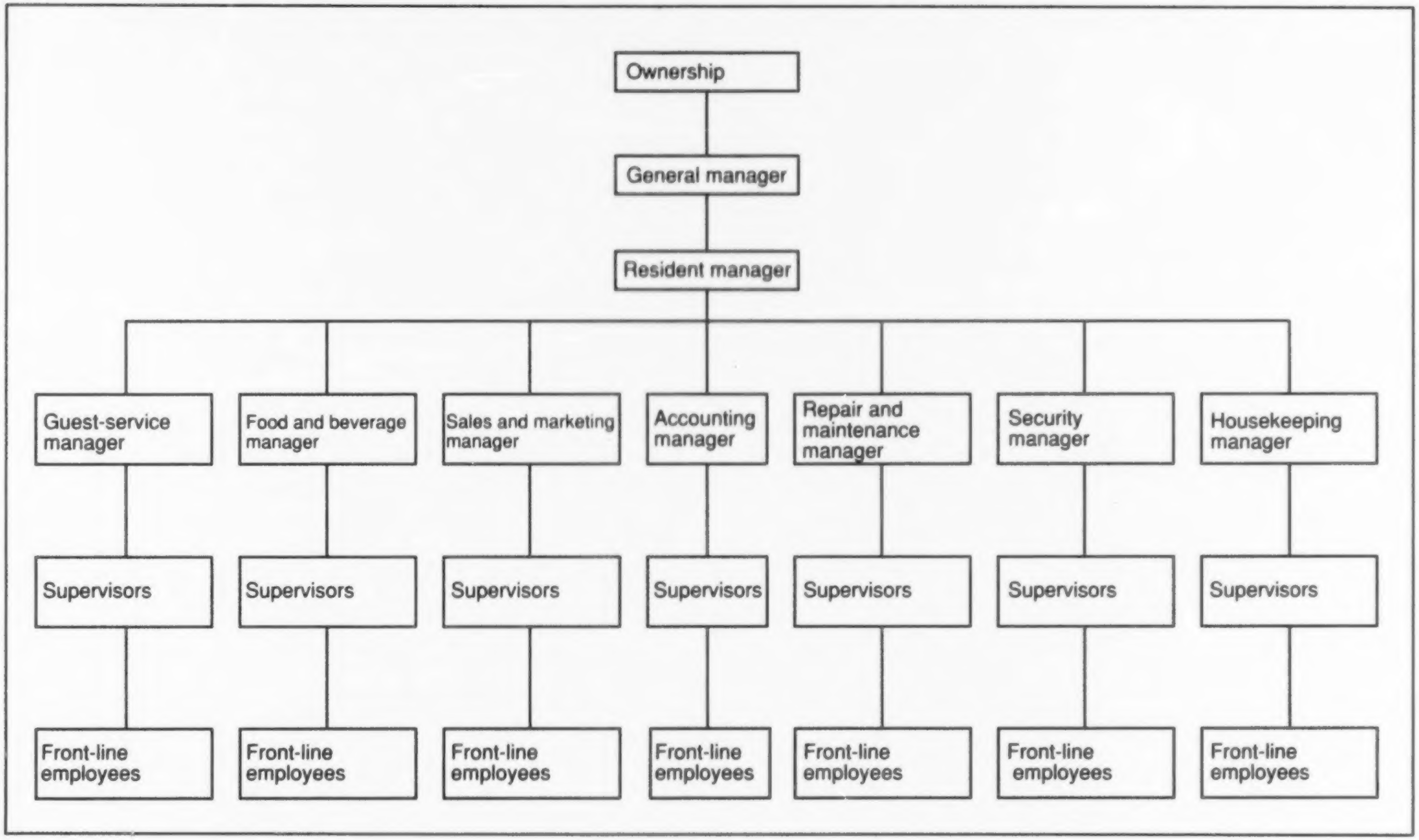
  Note: Front-line employees have continuous contact with customers, and therefore, they must know the property services and be able to meet all customer expectations of service in their particular area. Examples of front-line employees include parking attendants, bell attendants, courtesy drivers, desk clerks, servers, sales personnel, maintenance personnel, security personnel, and housekeeping staff.

- **Supervisors**—People who monitor front-line employees, making sure the policies and procedures of the property are followed

- **Managers**—People who set policies and procedures of the property and establish standards to accomplish the goals and missions of the property, hire and fire employees, solve problems, and make decisions

  Note: The number of levels of management within a property often depends upon the size of the property. For example, in large hotels there may be several department supervisors and division managers, a resident manager, and a general manager. Department supervisors and division managers typically report to the resident manager. The resident manager reports to the general manager and supervises the daily operation of the property. The general manager reports directly to the owner or to an assigned person in the owner's company and also sets the operational philosophy of the property. See Figure 4.

Figure 4: Management-level chart


Ownership
General manager
Resident manager
Guest-service manager
Food and beverage manager
Sales and marketing manager
Accounting manager
Repair and maintenance manager
Security manager
Housekeeping manager
Supervisors
Supervisors
Supervisors
Supervisors
Supervisors
Supervisors
Supervisors
Front-line employees
Front-line employees
Front-line employees
Front-line employees
Front-line employees
Front-line employees
Front-line employees

Introduction to the Hotel Industry
Unit 1

Student Supplement 1—Advantages and Disadvantages of Working in the Various Categories of Hotels

As you learned in Objective 2 of the information sheet, hotels can be classified into various categories. One classification system you learned categorizes hotels based on descriptions of their location, clients served, and amenities offered; another categorizes hotels based on descriptions of the hotel's ownership or affiliation. Just as these various categories of hotels offer different services to their clients, they present different advantages and disadvantages to the persons working there. The following discussion of hotel categories offers some *observations* of working in the types of hotels mentioned in the information sheet. But, as you read these observations, remember, just as it is difficult to classify hotels into categories based on descriptions, it is also difficult to say that all hotels in a given category will provide workers with the same advantages or force them to face the same disadvantages described. In some hotels these observations may not hold true. And it is also difficult to classify these observations as either an advantage or a disadvantage—what might be considered as advantage to one person may be a disadvantage to another. You must look at these observations and decide for yourself.

Categories according to location, typical client served, and amenities offered

Commercial hotels are usually large hotels located in downtown areas and business people are their primary clients. Business clients are transient and usually in a hurry. As a result, there may be little employee/customer interaction, and the work pace of the hotel may be very fast. However, these hotels are usually in exciting locations, often host lavish social events, and bring workers into contact with a varied and often affluent group of clients (chief executives, consultants, engineers, salespeople).

Because **resort hotels** are located near natural attractions and customers usually stay for longer periods of time, hotel employees are usually surrounded by a healthy, relaxed environment and have plenty of opportunity for personal contact with clients. However, the business of this type of hotel is often seasonal and the clients specialized, and the hotel may not provide the employee with year-round employment.

Casino hotels with their gambling and entertainment facilities, fancy rooms, and huge numbers of customers can be exciting, luxurious, fast-paced places to work, where employees often earn very good tips. However, because this type of hotel runs literally 24 hours a day, employees may have to work various (day or night) shifts, and some potential employees may have personal beliefs that might conflict with the services offered by the hotel.

Conference/continuing-education centers are usually located near universities. Much of the business of the hotel is conference related, and employees come in contact with clients who are often professionals in their respective fields and are drawn to the hotel's atmosphere of learning and its structured programs and activities. Conference centers offer employees a generally slower pace—except at checkin and checkout times and in the intervals between meetings. These hotels may have limited food and beverage hours, limited operating services, and smaller staffs.

Student Supplement 1

Categories according to hotel ownership/affiliation

Independent hotels are usually privately owned and smaller in size. Because they are usually smaller hotels, they may have fewer employees and those employees often work very closely with the owner, who in many cases may be the general manager. The management style is usually informal, and employees may enjoy a great deal of job security and readily influence the operation of the hotel. However, in hotels with a small staff, there may be little chance for employee advancement and the work credentials of employees of the hotel may not have validity outside the local market. Privately owned hotels are also seldom able to offer employees the fringe benefits available to employees in hotel chains.

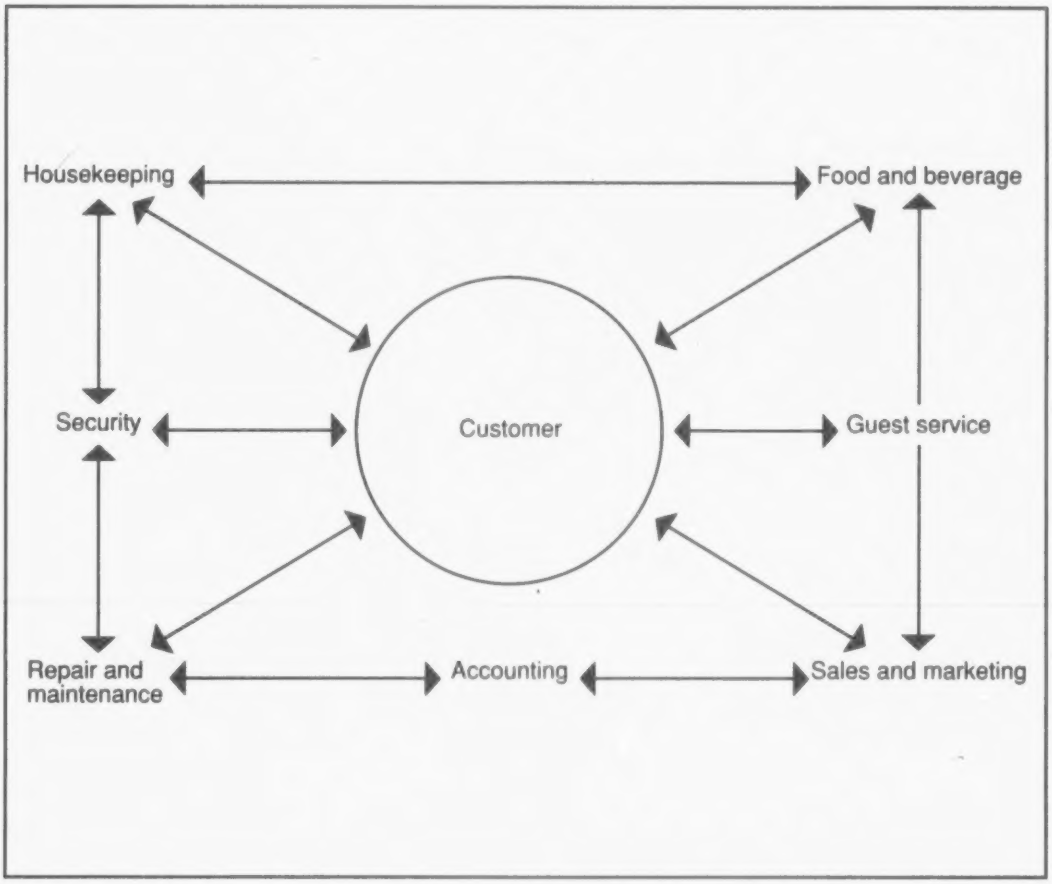
Chain hotels are usually large hotels with large staffs managed from a distant home office. Employees of this type of property have much better chance for advancement and are often offered fringe benefits for good performance. Employee work credentials from a chain hotel are readily recognized in many markets. However, there is often a lack of contact between the ownership and the employees, and employees often have little input in changing the standards of operation ordered by the home-office management.

Introduction to the Hotel Industry
Unit 1

Student Supplement 2—Interrelationship of the Occupational Areas in the Hotel Industry

The primary goal of a hotel is to provide quality guest services. In order to achieve that goal, each employee in a division must work as a part of a team, and each division must work as a part of a team with the other divisions of the hotel. Employees in housekeeping must cooperate with employees in guest service, employees in guest service must cooperate with employees in sales, and employees in sales must cooperate with employees in food and beverage, and so on (see Figure 1). Employees working together as a team that centers on meeting the needs of the customer will provide the quality services that make the hotel a success.

Figure 1


Housekeeping
Food and beverage
Security
Customer
Guest service
Repair and maintenance
Accounting
Sales and marketing

Introduction to the Hotel Industry
Unit 1

Assignment Sheet 1—Compare the Advantages and Disadvantages of Working in the Various Categories of Hotels

Name ______________________________ Overall rating __________

Evaluation criteria	**Rating**
• Directions have been followed.	______
• Content of written information is relevant and well organized.	______

Introduction

Choosing a hotel that you would like to work in is a very difficult and personal decision. You have to know yourself and understand what you believe would be the advantages and disadvantages of working the in various categories of hotels. Your goal in this assignment sheet is to compare what you would consider the advantages and disadvantages of each of the categories of hotels defined in Objective 2 and further discussed in Student Supplement 1, and then, to decide which type of hotel appeals most to you.

Exercises

Part A **Compare advantages and disadvantages of the various categories of hotels**

Directions Read Student Supplement 1, "Advantages and Disadvantages of Working in the Various Categories of Hotels," and then list and explain what to you would be the advantages and disadvantages of working in each type of hotel listed below.

1. **Commercial hotel**

Advantages ______________________________

____

____

____

____

Assignment Sheet 1

Disadvantages ____________________________________

____

____

____

____

2. **Resort hotel**

Advantages ____________________________________

____

____

____

____

Disadvantages ____________________________________

____

____

____

____

3. **Casino hotel**

Advantages ____________________________________

____

____

____

____

Assignment Sheet 1

Disadvantages ________________________________

____

____

____

____

4. **Conference/continuing-education center**

Advantages ________________________________

____

____

____

____

Disadvantages ________________________________

____

____

____

____

5. **Independent hotel**

Advantages ________________________________

____

____

____

____

Assignment Sheet 1

Disadvantages ______________________

6. **Chain hotel**

Advantages ______________________

Disadvantages ______________________

Part B **Select type of hotel that most appeals to you**

Directions In the space below, write a paragraph explaining which of the categories of hotels listed in Part A appeals to you most as a place of employment. Explain how the advantages of working in the hotel category you selected match your personality traits.

Assignment Sheet 1

Introduction to the Hotel Industry
Unit 1

Assignment Sheet 2—Explore the Interrelationship of the Occupational Areas in the Hotel Industry

Name ______________________________ Overall rating ____________

Evaluation criteria	Rating
• Directions have been followed.	______
• Content of written information is relevant and well organized.	______

Introduction

Thus far in this unit, you have studied in Objectives 4 and 5 of the information sheet the occupational areas and job levels in the hotel industry. Your goal in this assignment sheet is to learn more about how the employees in the various occupational areas of a hotel work together to achieve the overall goals of the property.

Exercise

Directions

Review Objectives 4 and 5 in the information sheet, and then read Student Supplement 2, which discusses the interrelationship of the occupational areas in the hotel industry. Then read each of the scenarios below, and on the blanks provided, explain which employees in the various occupational areas might play a role in solving the problem presented in the scenario.

Scenarios

1. A customer calls the front desk and explains that the lamp on the desk in his suite does not work and he has important paperwork to complete.

____

____

____

____

____

____

____

____

Assignment Sheet 2

2. While checking in, a customer tells the front desk that his children are staying with him in his room and he will be needing extra towels and soap.

____

____

____

____

____

3. A customer and her three children have just eaten in the hotel dining room. When the server arrives with the check, the woman comments that the hotel does not offer a children's menu and she has been forced to order for her children from an adult menu. She further states that the hotel should correct this oversight since the hotel advertisements are targeting a family market.

____

____

____

____

____

4. A customer calls the front desk and reports that he hears a woman screaming in the hall outside his room.

____

____

____

____

____

Assignment Sheet 2

5. During the checkout process, a customer complains to the cashier that the sheets on the bed in her room were not changed during her three-day stay and that she wants her bill to be reduced as a result.

6. A customer mentions to the housekeeper that the thermostat does not seem to be working in his room and he has spent a sleepless night as a result of being so uncomfortable.

7. A past customer writes to the general manager, complaining that she had asked the cashier in the hotel restaurant to direct her to the ballroom and that the cashier said he did not have the time to give her directions.

Assignment Sheet 2

8. The hotel has only four outside lines and customers are always complaining to the PBX operator that they get a busy signal when trying to dial out.

9. A customer calls the front desk and says that there is smoke coming from the air-conditioning vents in her room.

10. A customer booking a block of rooms for a corporation mentions to the salesperson that he will need to arrange for entertainment for his party while they are staying in the hotel. The salesperson is new to the hotel staff and to the city in which the hotel is located.

Introduction to the Tourism Industry
Unit 2

Objective Sheet

Unit objective

After completing this unit, the student should be able to identify suppliers, occupational areas, and specific jobs in the tourism industry. The student will demonstrate these competencies by completing the assignment sheets and by scoring a minimum of 85 percent on the written test.

Specific objectives

After completing this unit, the student should be able to

1. Match to their correct definitions terms associated with the tourism industry.
2. Select USTDC facts about the tourism industry.
3. Describe the broad categories into which the tourism industry is divided.
4. Distinguish among commodities and services supplied by tourism-industry suppliers.
5. Match tourism operations to their correct descriptions.
6. Match travel-related jobs in the tourism industry to their correct descriptions.
7. List occupational areas related to the travel/tourism industry.
8. List job responsibilities related to personal traits/skills that contribute to success in the tourism industry.
9. List trends that favor the growth of tourism.
10. List trends predicted in the future of the tourism industry.
11. Complete a basic mathematics pretest. (Assignment Sheet 1)
12. Complete a basic English pretest. (Assignment Sheet 2)
13. Complete a basic geography pretest. (Assignment Sheet 3)

Introduction to the Tourism Industry
Unit 2

Suggested Activities

Instructional plan

Preparation

- Review unit and plan presentation. Study the specific objectives to determine the order in which you will present the objectives.

  Review the unit introduction and teaching suggestions included in the delivery and application section below and plan classroom activities. Also note suggestions for supplemental materials.

  Plan presentation to take advantage of student learning styles and to accommodate special-needs students.

- Obtain materials to supplement instruction of this unit. See ordering information in the suggested resources section.
- Make transparencies from the transparency masters included in this unit.
- Select teacher components (teacher supplement, written test, student evaluation form) you want to distribute to your students. Copy and prepare these components for distribution.
- Prepare classroom. Put up travel posters and charts. Display world maps and articles and other references related to the objectives of this unit.

Delivery and application

The skill areas appearing in bold-face type in the unit introduction and teaching suggestions refer to the academic and workplace skills identified by the American Society of Training and Development (ASTD) and the U.S. Department of Labor. These have been adapted by MAVCC.

Unit introduction

- Hand out Teacher Supplement 1, "Milestones in the History of Tourism." Discuss with students the historical facts presented in this handout. Tell students that in this unit they will find out more about the present and future of this exciting career area, and that they will test some of their abilities in the basic skills required by employees of the industry. **(Adapting to the organization's culture)**

Suggested Activities

- Provide students with objective sheet. Discuss unit and specific objectives.

Objective 1 Match to their correct definitions terms associated with the tourism industry.

- Read with students and discuss the terms and definitions presented in this section of the information sheet. Emphasize the term *tourism* and its definition and the definitions of the terms *occupational area* and *skill*. **(Listening for content; applying technical terms)**

Objective 2 Select USTDC facts about the tourism industry. **Objective 3** Describe the broad categories into which the tourism industry is divided. **Objective 4** Distinguish among commodities and services supplied by tourism-industry suppliers. **Objective 5** Match tourism operations to their correct descriptions. **Objective 6** Match travel-related jobs in the tourism industry to their correct descriptions. **Objective 7** List occupational areas related to the travel/tourism industry.

- Treat Objectives 2 through 7 as a unit in which you introduce students to the *present* tourism industry—facts about the present industry, broad categories into which the industry is presently divided, and types of tourism operations, travel-related jobs, and occupational areas presently found in the industry. Use Transparencies 1 through 3 to illustrate your discussion. **(Adapting to the organization's culture; reading; listening for content)**

- Hand out copies of Karen Rubin's book *Flying High in Travel: A Complete Guide to Careers in the Travel Industry*. Discuss with students the careers in the industry and the skills necessary for success in the travel industry. **(Adapting to the organization's culture; reading)**

- Invite representatives from the various areas discussed in these objectives to set up a careers fair for your students. Have each representative set up a booth at the fair in which they display brochures, films, etc., that describe for students the types of jobs available in each area, qualifications for the jobs in each area, and the benefits of working in these jobs.

  Make students responsible for creating a "job fair book" in which they have collected brochures or have taken notes on the qualifications for at least five of the jobs in the areas represented at the fair. **(Listening for content; writing; adapting to the organization's culture)**

Suggested Activities

Objective 8 List job responsibilities related to personal traits/skills that contribute to success in the tourism industry.

- Discuss with students the personal traits/skills required in the tourism industry and presented in this section of the information sheet. Then have students add to or analyze the information-sheet listing by discussing the qualifications they have collected in their "job fair books." Make one or more students responsible for "publishing" the amended traits/skills list your class comes up with. **(Reading; listening for content; orally communicating an idea; working together in a group to reach a common goal; adapting to the organization's values and traditional modes of operation; learning to learn)**

- Hand out Assignment Sheets 1 through 3. Read the introduction and directions to each assignment sheet, and discuss the purpose of each assignment—to allow students to evaluate their basic skills in three of the areas mentioned in Objective 8: math, English, and geography. Emphasize that students will not be graded on the correctness of their responses when performing these assignments—but rather on the serious effort they put forth in completing and evaluating the results of the pretests. The assignments are to be used as a learning tool for the students rather than as a test of math, English, and geography. **(Reading; listening for direction; learning to learn)**

Objective 9 List trends that favor the growth of tourism.
Objective 10 List trends predicted in the future of the tourism industry.

- Treat Objectives 9 and 10 in the information sheet as a unit in which you discuss the *future* of the tourism industry. Read with students the information presented in these sections of the information sheet, and then lead a discussion in which you more fully discuss these trends. Collect articles in professional travel publications to help you illustrate and discuss these trends in more detail. **(Reading/listening for content; adapting to the organization's culture and goals; learning to learn)**

- Have students discuss how the future trends in the industry may affect the qualifications list the class put together when studying Objective 8. Again, make one or more students responsible for "publishing" the amended traits/skills list for the jobs of the future. **(Reading; listening for content; orally communicating an idea; working together in a group to reach a common goal; adapting to the organization's goals; learning to learn)**

Suggested Activities

Evaluation

- Evaluate assignment sheets. See the evaluation criteria listed at the top of each assignment sheet as well as the component Answers to Assignment Sheets.
- Give and evaluate written test. See the component Answers to Written Test.
- Compile written-test and assignment-sheet scores on the Unit Evaluation Form.
- Reteach and retest as required.

Suggested resources

Resources used in developing this unit

Print media

- Foster, Dennis L. *An Introduction to Travel and Tourism.* Mission Hills, California: Glencoe/McGraw-Hill Educational Division, 1990.
- Fridgen, Joseph D. *Dimensions of Tourism.* East Lansing, Michigan: Educational Institute of the American Hotel and Motel Association, 1991.
- Lundberg, Donald E. *The Tourist Business.* New York: Van Nostrand Reinhold Company, 1985.
- McIntosh, Robert W., and Charles R. Goeldner. *Tourism: Principles, Practices, Philosophies,* 6th ed. New York: John Wiley and Sons, Inc., 1990.
- Rubin, Karen. *Flying High in Travel: A Complete Guide to Careers in the Travel Industry.* New York: John Wiley and Sons, Inc., 1992.

Suggested supplemental resources

Resources used for student references

Print media

Note: It is suggested that students interested in careers in the tourism industry buy Karen Rubin's *Flying High in Travel* in its paperback edition.

- Rubin, Karen. *Flying High in Travel: A Complete Guide to Careers in the Travel Industry.* New York: John Wiley and Sons, Inc., 1992.

Introduction to the Tourism Industry
Unit 2

Answers to Assignment Sheets

Assignment Sheet 1—Student performance should be evaluated according to the criteria listed on the assignment sheet. Content of each item in the exercise may be evaluated using the following as guides.

1. a. 1512
   b. 1543
   c. 5398
   d. 3¾
   e. 124.501
   f. 959
   g. 36431
   h. 2445120
   i. $44\frac{3}{16}$
   j. 9.806

2. a. 7
   b. 589
   c. 6058
   d. 8830
   e. ¼
   f. 40
   g. 708.5
   h. 5.56
   i. 15.42
   j. $\frac{1}{16}$

3. a. 84
   b. 1001
   c. 22878
   d. 44.525
   e. 7.974
   f. 7430.4
   g. 425
   h. 333200
   i. 87
   j. 2

4. a. 52
   b. 12
   c. 88 R2
   d. ⅔
   e. 320
   f. 308
   g. 198 R6
   h. 5752.5
   i. 5315 R1
   j. 800
   k. 110.5

5. a. $1109.35
   b. $693.44
   c. $284.08
   d. $616
   e. $246.56
      $401.12
   f. $288.49
   g. $189.30
   h. 4 hr. 17 min.
   i. 36 min.

Answers to Assignment Sheets

Assignment Sheet 2—Student performance should be evaluated according to the criteria listed on the assignment sheet. Content of each item in the exercise may be evaluated using the following as guides.

1.	a.	4	d.	3
	b.	2	e.	4
	c.	1		

2.	a.	3	f.	4
	b.	2	g.	1
	c.	3	h.	1
	d.	1	i.	1
	e.	1	j.	3

3.	a.	3	f.	3
	b.	1	g.	2
	c.	2	h.	1
	d.	4	i.	2
	e.	1	j.	3

4. b, d, e, h, i

5. b, c, e, f, g, h, j, k, m, n, o, p

Note: Corrections to the incorrect sentences are listed below.

b. She wrote the ticket well.
c. Regardless
e. Who's
f. my sister and me
g. could have
h. supposed
j. "passed" instead of "past"
k. "because" instead of "account of"
m. felt bad
n. neither was open
o. he (or she) has too much luggage
p. Whom

Answers to Assignment Sheets

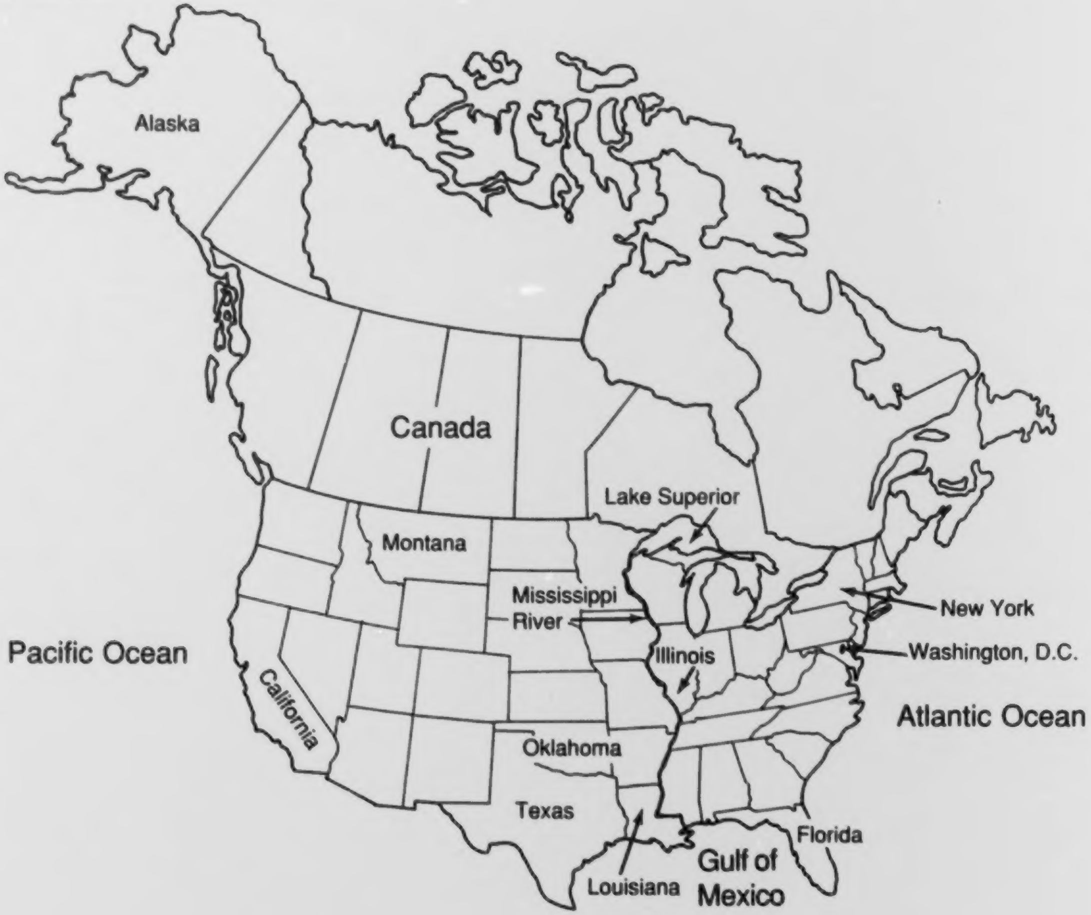
Assignment Sheet 3—Student performance should be evaluated according to the criteria listed on the assignment sheet. Content of each item in the exercise may be evaluated using the following as guides.

For Sections 1 and 2, see the correctly labeled maps on the following pages.

3. a. Asia, on border between Nepal and Tibet
    b. India
    c. South America
    d. South America, New Zealand
    e. Georgia and northeast Florida
    f. London
    g. Northwest Arizona
    h. Northern California
    i. Northern Africa
    j. Australia
    k. Egypt
    l. New Mexico
    m. Border between New York and Ontario, Canada
    n. North Carolina and Tennessee
    o. Between Israel and Jordan
    p. Mostly in northwest Wyoming
    q. New Orleans, Louisiana
    r. South Dakota
    s. Ireland

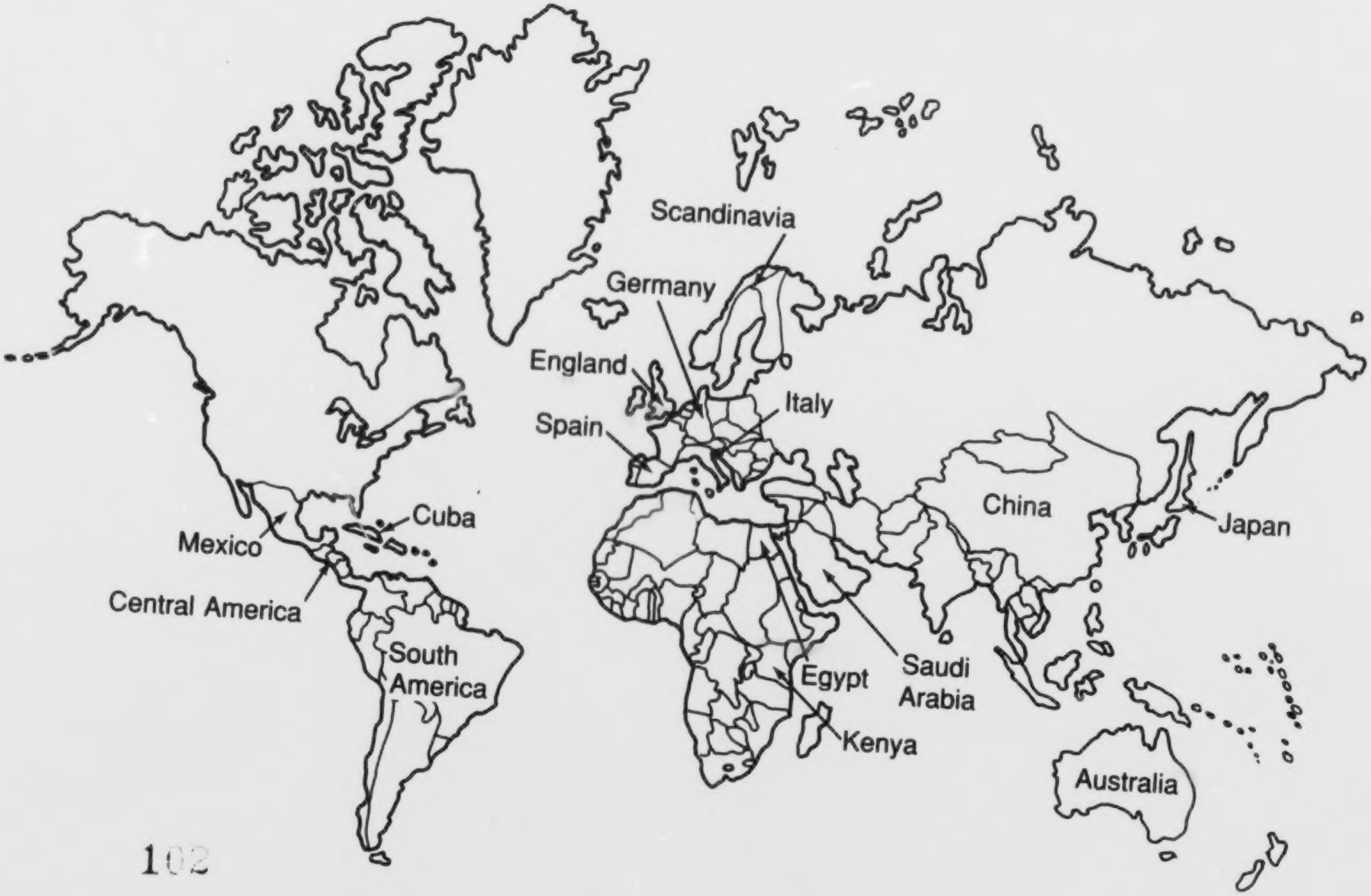
Answers to Assignment Sheets

Assignment Sheet 3, Section 1


Alaska
Canada
Pacific Ocean
Atlantic Ocean
Lake Superior
Montana
Mississippi River
Illinois
New York
Washington, D.C.
California
Oklahoma
Texas
Louisiana
Gulf of Mexico
Florida

Answers to Assignment Sheets

Assignment Sheet 3, Section 2


Scandinavia
Germany
England
Italy
Spain
Cuba
Mexico
Central America
South America
China
Japan
Egypt
Saudi Arabia
Kenya
Australia

Introduction to the Tourism Industry
Unit 2

Answers to Written Test

1. a. 8
b. 2
c. 5
d. 6
e. 4
f. 10
g. 7
h. 3
i. 11
j. 1
k. 9
l. 13
m. 20
n. 14
o. 12
p. 18
q. 21
r. 16
s. 17
t. 15
u. 22
v. 19
w. 23
x. 24
y. 26
z. 25
aa. 27

2. a. 2
b. 1
c. 4
d. 3
e. 1
f. 3
g. 4
h. 2

3. a. Travel conducted for business reasons
b. Travel conducted primarily for recreation and sport

4. a. M
b. F
c. T
d. E
e. AC
f. AR
g. F
h. AM
i. AM
j. T
k. AC
l. AM
m. E
n. M
o. AR

5. a. 3
b. 9
c. 6
d. 2
e. 5
f. 7
g. 1
h. 8
i. 4

6. a. 3
b. 6
c. 9
d. 5
e. 4
f. 1
g. 8
h. 10
i. 2
j. 7

Answers to Written Test

7. Answer should include any five of the following.

    - Research and development
    - Travel technology
    - Marketing
    - Sales
    - Travel writing
    - Travel photography
    - Education and training
    - Trade associations
    - Travel-industry law

8. Answer should include any two responsibilities under each of the following items.

    a. "People" skills

    - Public contact
    - Handling problems and complaints

    b. Reading

    - Interpreting charts
    - Reading bus and airline schedules

    c. Verbal communication

    - Sales
    - Instructions
    - Reservations
    - Telephone

    d. Written communication

    - Instructions and advice
    - Confirmations
    - Forms/tickets

    e. Basic arithmetic

    - Fare calculation
    - Currency conversion
    - Time/date calculation

Answers to Written Test

f. Basic geography
  - Itinerary planning
  - Destination information

g. Critical-thinking skills
  - Solving problems
  - Coping with stress

h. Mechanical skills
  - Keyboarding
  - Business-equipment operation

i. Stamina
  - Job travel
  - Long work hours

9. Answer should include any six of the following.

- Rising disposable income for large segments of the population
- Growth in the number of retired persons who have the money, energy, and desire to travel
- Greater mobility of the population as people become accustomed to making moves required for education and by their careers
- Shorter work weeks and longer vacations
- Smaller families and changing roles
- Growth in the number of single adults
- Growth of multinational businesses
- Growth of trade shows and conventions
- Greater credit availability through charge cards and bank loans
- Travel simplification—the package tour in which everything is planned, arranged, and included in one price
- Increased value placed on experience versus material possessions
- Television and movies

Answers to Written Test

10. Answer should include any three of the following.

- The tourism industry will become more and more technical, its emphasis shifting to marketing, sales, and computerization.
- The emergence of massive travel-agency organizations, many with global links, will result in new tiers of management, new specialties, and greater opportunities for graduates of four-year and business-administration programs.
- Transportation suppliers will introduce technology that will give customers direct access to their schedules and fares on personal computers.
- Airlines will move toward a "ticketless ticket" that will make it easier for customers to book air tickets directly with airlines.
- Computer-based shop-at-home services will be introduced by tourism suppliers.
- Science and technology will develop different and faster methods of transportation.
- Space and underseas travel and tourism will become commonplace.

Introduction to the Tourism Industry
Unit 2

Written Test

Name ______________________________ Score ______________

1. Match to their correct definitions terms associated with the tourism industry. Write the numbers on the blanks. Terms and definitions continue on the next pages.

______a. Person who patronizes a travel agency, tour company, or other travel-related business

______b. To connect or associate oneself as a member or branch

______c. Another term for a bus, generally reserved for noncommuter buses

______d. Activity you have been trained to do and have practiced doing

______e. Making a reservation

______f. Process of removing or relaxing legal regulations restricting the activities of business, thereby increasing competition

______g. Person who travels away from home for nonwork reasons; leisure traveler

______h. Person or company acting as a go-between between or among parties

______i. Complete schedule of a trip, including departure and arrival dates and times, and accommodations and meals if applicable

______j. The sale of goods in large quantities, usually at lower prices than retail

______k. Percentage paid to a travel agency by suppliers for booking travel arrangements that include the supplier's services

1. Wholesale
2. Affiliate
3. Liaison
4. Booking
5. Motorcoach
6. Skill
7. Tourist
8. Customer
9. Commission
10. Deregulation
11. Itinerary

Written Test

______l. Lodging; room and (sometimes) board

______m. The entire world industry of travel, hotels, transportation, food service, and other activities serving the traveler

______n. Extra commission paid to a travel agency by a supplier to stimulate sales of the supplier's services

______o. Short journey that eventually returns to its starting point

______p. Marketing name for the National Railroad Passenger Corporation, established by the Rail Passenger Service Act of 1970

______q. Flight booked exclusively for the use of a specific group of people

______r. Group of jobs similar according to the nature of the work being performed

______s. Travel plan that includes several elements of a vacation, such as transportation, accommodations, meals, and sightseeing

______t. Trip offered by a corporation or company as a reward or prize to stimulate employee sales

______u. Washington, D.C.-based travel-research affiliate of the Travel Industry Association of America

______v. Any of the interrelated industries or companies that provide a part of the travel arrangements

______w. Company involved in the transportation of people or goods

12. Excursion
13. Accommodations
14. Incentive commission
15. Incentive travel
16. Occupational area
17. Package tour
18. Amtrak
19. Supplier
20. Tourism
21. Charter flight
22. United States Travel Data Center
23. Carrier

Written Test

______x. To bulk-purchase any carrier's equipment for passengers or freight

______y. Preplanned trip—to one or more destinations—that usually returns to the original point of departure

______z. Endeavor by national, state, or local governments to attract tourists and corporate travelers to their localities

______aa. The sale of goods in small quantities directly to the customer

24. Charter
25. Destination promotion
26. Tour
27. Retail

2. Select USTDC facts about the tourism industry. Write the correct numbers on the blanks.

______a. In what year is tourism expected to be the single largest industry in the world?

1. 1995
2. 2000
3. 2050
4. 3000

______b. How many person-trips did Americans take in 1990?

1. 1.3 billion
2. 3.5 million
3. 3.1 million
4. 5.3 billion

______c. How much did Americans spend on travel services in 1990?

1. $42.8 billion
2. $660,000 million
3. $959 million
4. $350 billion

______d. How does the travel and tourism industry rank in respect to numbers of employees?

1. First largest employer in the U.S.
2. Second largest employer in the world
3. Second largest employer in the U.S.
4. First largest employer in the world

______e. In how many of the 50 United States has tourism become the leading employer?

1. 48
2. 50
3. 46
4. 42

______f. The travel and tourism industry has grown 43 percent over the past several years. How does that growth rate compare with that of other industries?

1. One-half the growth rate for all other industries
2. Thirty-three percent more than the growth rate for all other industries
3. Twice the growth rate for all other industries
4. Ten percent more than the growth rate for all other industries

______g. How many different businesses are involved in travel in the United States?

1. 75,000
2. 50,000
3. 660,000
4. 500,000

______h. How many people are estimated to join the tourism workforce every year, excluding those hired by cruiselines and tour companies?

1. 50,000 to 65,000
2. 75,000 to 85,000
3. 85,000 to 95,000
4. 95,000 to 100,000

3. Describe the broad categories into which the tourism industry is divided. Write your answers on the blanks provided beside each of the items below.

a. Commercial travel ______________________________

____

b. Leisure travel ______________________________

____

Written Test

4. Distinguish among commodities and services supplied by the tourism-industry suppliers. Write the following supplier letters before the commodities or services they supply.

T — Transportation suppliers
AC — Accommodations suppliers
E — Equipment suppliers
AR — Arrangement suppliers

F — Food and food-service suppliers
AM — Amusement and entertainment suppliers
M — Miscellaneous retail merchandisers

______a. Souvenir

______b. Restaurant

______c. Charter plane

______d. Skis

______e. Bed and breakfast home

______f. Tour guide

______g. Catered meal

______h. Theme park

______i. Wilderness area

______j. Motorcoach line

______k. Hotel

______l. An evening at the theater

______m. SCUBA diving gear

______n. Travel iron or suitcase

______o. Travel agency

Written Test

5. Match tourism operations to their correct descriptions. Write the numbers on the blanks. Descriptions continue on the next page.

Destination-marketing organizations

______a. Government agency that advertises the country in order to attract more tourists, that promotes legislation and regulation of the travel industry, and that may operate national sections of the travel industry

______b. Association of business people who promote commercial and industrial interests in a community

______c. Government agency that promotes business for the state by conducting programs of information, advertising, publicity, and research relating to the state's recreational, scenic, historic, highway, and tourist attractions

______d. Organization that represents a city or urban area in the solicitation and serving of all types of travelers to that city or area, whether the visit is for business, pleasure, or both

Travel-arrangement operations

______e. Company that designs, edits, and prints written materials related to the travel/tourism industry

______f. Company that specializes in the planning and operation of prepaid, preplanned vacations and makes these available to the public, usually through travel agents and tour operators, though sometimes through direct retail sales

______g. Company that handles all facets of corporate incentive travel

1. Incentive house
2. Convention and visitor's bureau
3. National tourism office/bureau
4. Travel agency
5. Travel publisher
6. State tourism office/bureau
7. Tour company
8. Tour broker
9. Chamber of commerce

______h. Company that plans, markets, and (usually) operates tours; marketing is always through travel agents, associations, clubs, or a tour organizer—never directly to the public

______i. Company that acts as a liaison between its clients and its suppliers to provide the client with desired travel arrangements and itineraries

6. Match travel-related jobs in the tourism industry to their correct descriptions. Write the numbers on the blanks. Descriptions continue on the next page.

______a. Specialist who arranges travel and tailors tours for disabled individuals

______b. Person who escorts a group on a short tour and explains the sights

______c. Person who promotes incentive trips to a destination and helps planners coordinate their programs

______d. Person who escorts a group throughout its tour or trip itinerary

______e. Specialist who handles incoming foreign and domestic visitors, coordinates their stay, and escorts them during their visit; works with the tour packager or the travel agent sending the group

______f. Company employee who is responsible for arranging travel for a company's employees, arranging meetings and conventions, establishing employee travel policies, acting as liaison with an outside travel agency, and managing travel budgets

______g. Person who works for an incentive house managing transportation, working with the pretrip department on mailings, and funneling information to the client and the company's account executive

1. Corporate travel manager
2. Tour operator
3. Tour planner/travel agent for disabled individuals
4. Receptive operator
5. Tour manager
6. Step-on guide
7. Travel agent
8. Incentive-travel account coordinator
9. Incentive specialist
10. Meeting planner

______h. Person who plans and arranges meetings, conferences, and trade shows

______i. Person who designs, produces, and markets package tours that are then sold through travel agents to the public

______j. Person who works for a travel agency planning and coordinating travel arrangements and providing travel advice within budget limitations established by the client

7. List five occupational areas related to the travel/tourism industry. Write your answers on the blanks provided.

   a. ____

   b. ____

   c. ____

   d. ____

   e. ____

8. List two job responsibilities related to each of the following personal traits/skills that contribute to success in the tourism industry. Write your answers on the blanks provided below each of the following items.

   a. "People" skills

      1. ____

      2. ____

   b. Reading

      1. ____

      2. ____

   c. Verbal communication

      1. ____

      2. ____

Written Test

d. Written communication

1. ______________________________

2. ______________________________

e. Basic arithmetic

1. ______________________________

2. ______________________________

f. Basic geography

1. ______________________________

2. ______________________________

g. Critical-thinking skills

1. ______________________________

2. ______________________________

h. Mechanical skills

1. ______________________________

2. ______________________________

i. Stamina

1. ______________________________

2. ______________________________

9. List six trends that favor the growth of tourism. Write your answers on the blanks provided.

a. ______________________________

b. ______________________________

c. ______________________________

d. ____

e. ____

f. ____

10. List three trends predicted in the future of the tourism industry. Write your answers on the blanks provided.

a. ____
____

b. ____
____

c. ____
____

Permission to duplicate this test is granted.

Introduction to the Tourism Industry
Unit 2

Unit Evaluation Form

Student name ______________________ Unit rating __________

Assignment-sheet ratings

Assignment Sheet 1—Complete a Basic Mathematics Pretest Rating ______

Comments: ______________________

____

____

Assignment Sheet 2—Complete a Basic English Pretest Rating ______

Comments: ______________________

____

____

Assignment Sheet 3—Complete a Basic Geography Pretest Rating ______

Comments: ______________________

____

____

Written-test scores

Pretest ______ Posttest ______ Other ______

Comments: ______________________

____

____

Teacher signature______________________ Date __________

Student signature______________________ Date __________

Permission to duplicate this form is granted.

Introduction to the Tourism Industry
Unit 2

Teacher Supplement 1—Milestones in the History of Tourism

First travel book

In 1275 A.D., Marco Polo traveled with his father and uncle from Venice to Baghdad, then across the Gobi Desert to the Forbidden City of Peking. Seventeen years later, he wrote a book about his travel experiences. His book was of great interest in Europe and inspired others (including Christopher Columbus) to travel and explore.

First transatlantic travel

In 1492 A.D., Christopher Columbus's transatlantic voyage made transatlantic travel popular; soon after, the Portuguese, Spanish, Dutch, and English all sponsored voyages of exploration and discovery.

Developments in land travel

- In the 1600s, the development of the horse-driven stagecoach in Hungary greatly spurred the advancement of land travel. By 1668, the coach had become an indispensable tool of travel and commerce in England.

- In the 1790s, road development began in Scotland and spread throughout Great Britain and Europe.

- The rail age began in the 1800s with the utilization of steel tracks in the U.S. and the invention of the steam locomotive in England. Over the century, rail travel was refined and made more comfortable with George Mortimer Pullman's luxurious sleeping cars (Pullmans) and "hotel" cars.

Transatlantic passenger service

- Transatlantic passenger travel became commonplace in 1818 when the *James Monroe*—the first sailing ship designed for transatlantic passenger travel—sailed from New York to Liverpool, England. For the first half of the century, the seas were dominated by clipper ships—sleek, fast ships with several masts.

- In 1819, the first steam-powered ship, the *Savannah*, crossed the Atlantic signalling the beginning of the steamship age. By the end of the century, passenger transport between Europe and North America was dominated by steamships.

The first travel agent

In 1841, Thomas Cook, a British carpenter and Baptist missionary, became the first travel agent when he arranged transportation (by chartering a train) for 570 rail passengers traveling to a temperance convention.

Teacher Supplement 1

The first travel checks

In 1891, the American Express Company, a subsidiary of the Wells Fargo stagecoach line, introduced the traveler's check. American Express offices were among the first U.S. agencies to provide travel bookings to the general public.

The hotel age

In 1919, the first dedicated lodging establishment in North America, the Tremont House, opened in New York, heralding the Golden Age of Hotels. It was followed by the Waldorf-Astoria in New York, the Palmer House in Chicago, and the Grand Hotel in San Francisco.

The Great Depression all but wiped out the lodging industry, but one hotel operator, Conrad Hilton, managed to stay afloat as the result of his oil and gas investments. Over the next twenty years, he built one of the largest hotel chains in the world.

Rise of the automobile

The first gasoline-powered car was developed in Germany, but it was Henry Ford's unveiling of the Model-T in 1908 that captured the imagination of a travel-hungry public. By 1927, more than 15 million "Tin Lizzies" had been distributed across the U.S. and Canada.

The motel age

In 1951, Kemmons Wilson opened the first roadside lodge for touring motorists—the Holiday Inn just outside Memphis, Tennessee. The advent of the motor inn or motel, coincided with the end of World War II when thousands of veterans deposited by the armed services on the nation's coasts took to the highways, thus creating an enormous boom in new motel construction.

The rise of air travel

- In 1903, Orville and Wilbur Wright flew their prototype airplane 50 feet over a cow pasture.
- In 1908, Louis Bleriot flew a single-engine airplane across the English Channel. Not to be outdone, American flier, Galbraith Rodgers, took off from New York City in 1911 and—after 49 days and 19 crash landings—set down in Pasadena, California.
- In 1919, regular passenger service began in Germany between Berlin and Weimar.
- In 1927, the "official" airline carrier of the United States, Pan American Airlines, began flying between Florida and Cuba.
- In 1929, Transcontinental Air Transport originated cross-country passenger service in the United States. Passengers flew during the day and rode the train at night.

Teacher Supplement 1

- Delta Airlines began operating in 1925 with a small fleet of crop dusters. In 1934, the company began flying mail from Ft. Worth to Atlanta, and in 1960 started coast-to-coast passenger service.

- By the time Charles Lindbergh flew solo across the Atlantic Ocean, thirty commercial airlines were in operation, serving a mere 60 miles of air routes.

The jet age

- In 1937, the DC-3 was introduced by the Douglas Company of Santa Monica, California. It had a lightweight body made of aluminum alloy, and was the first passenger plane capable of navigating at night. The DC-3 and the subsequent DC-4, which was capable of long-distance flying, more than any other developments, made air travel commonplace for millions of American travelers.

- In 1942, Lockheed introduced the first jetliner, the *Shooting Star*, which achieved speeds up to 600 miles per hour.

- Turboprops—half jet and half prop—came into vogue in the 1950s. The first turboprop, *Vickers Viscount*, was powered by four Rolls-Royce engines. The Viscount and its contemporaries, the Lockheed Electra and the Russian-made Illyushin, are still in service by some small carriers, primarily for cargo transportation.

- In 1970, a new generation of jetliners was born when the Boeing 747, the *Jumbo Jet*, was placed in service. As tall as a five-story building, the 747 has a range of 5,800 miles and a capacity for 470 passengers.

- The 1980s saw the emergence of the supersonic transport (SST). It is so large and fast that it can land only at airports with extended runways that can accommodate it.

- Jet travel has made tourism a worldwide industry. International tourism is the single largest item of world trade, excluding military expenditures by nations.

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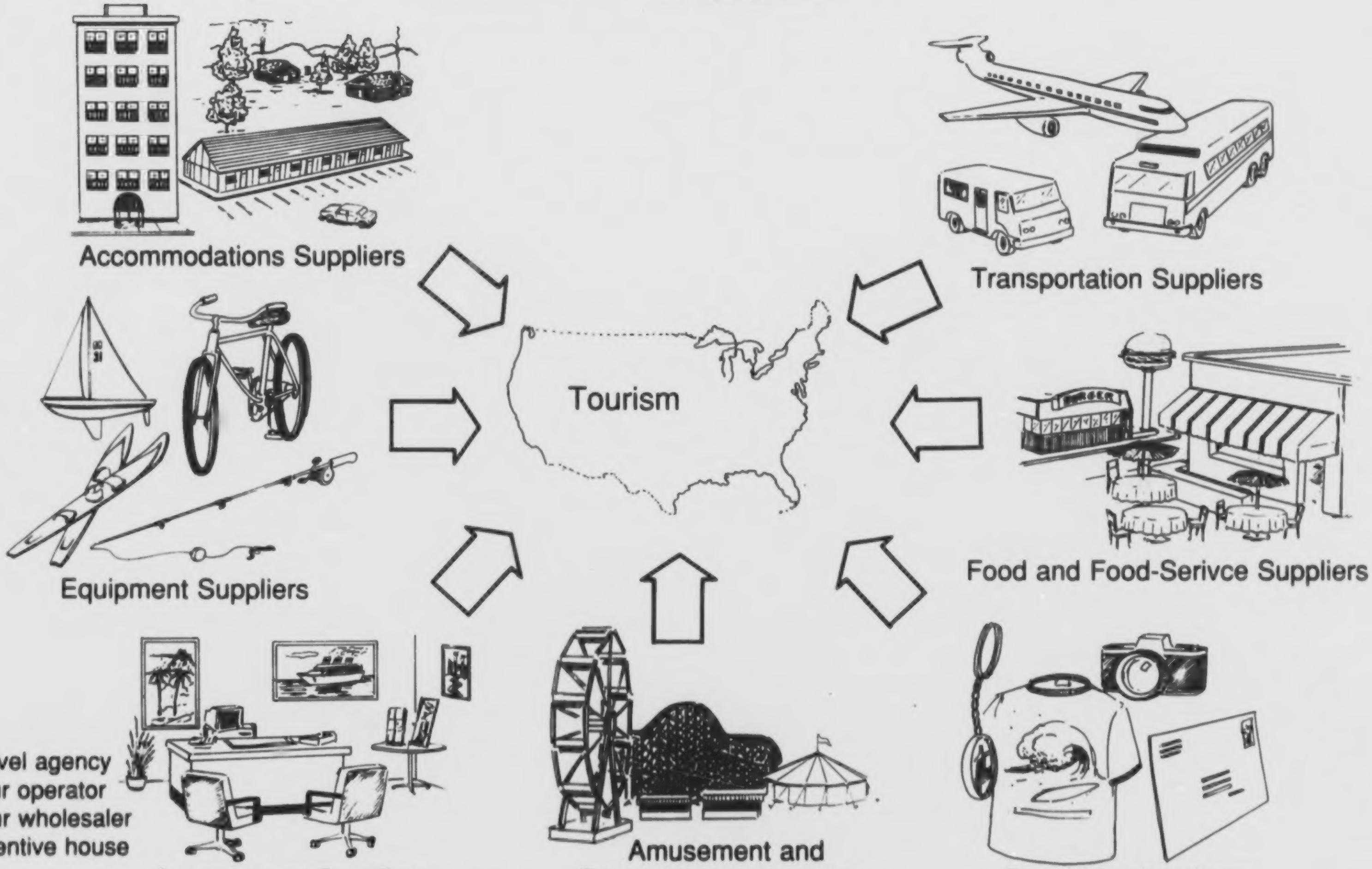
Tourism Suppliers



Tourism

Accommodations Suppliers

Transportation Suppliers

Equipment Suppliers

Food and Food-Serivce Suppliers

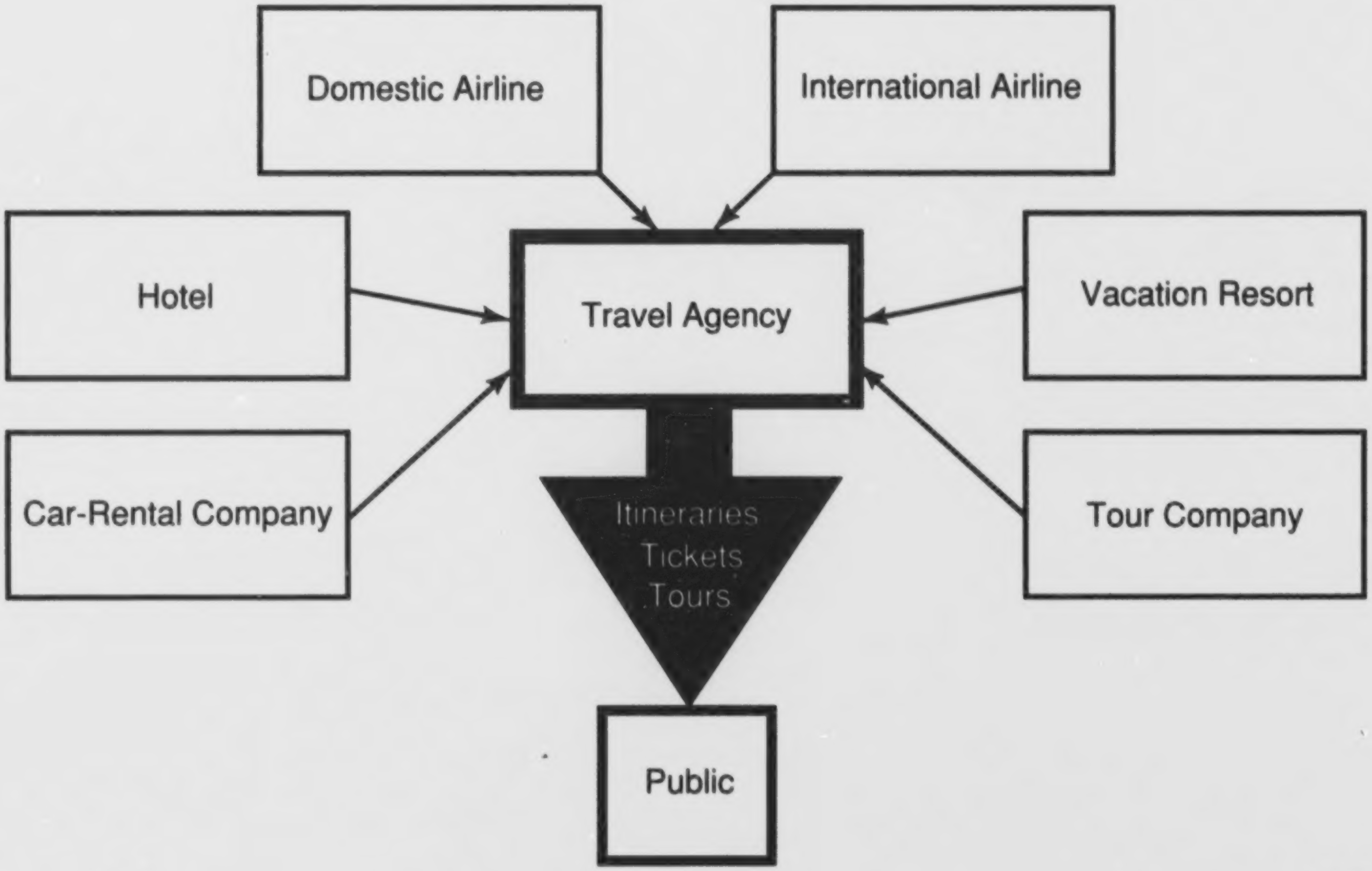
Travel agency
Tour operator
Tour wholesaler
Incentive house

Arrangement Suppliers

Amusement and
Entertainment Suppliers

Retail Merchandisers

Travel Agency



Domestic Airline

International Airline

Hotel

Travel Agency

Vacation Resort

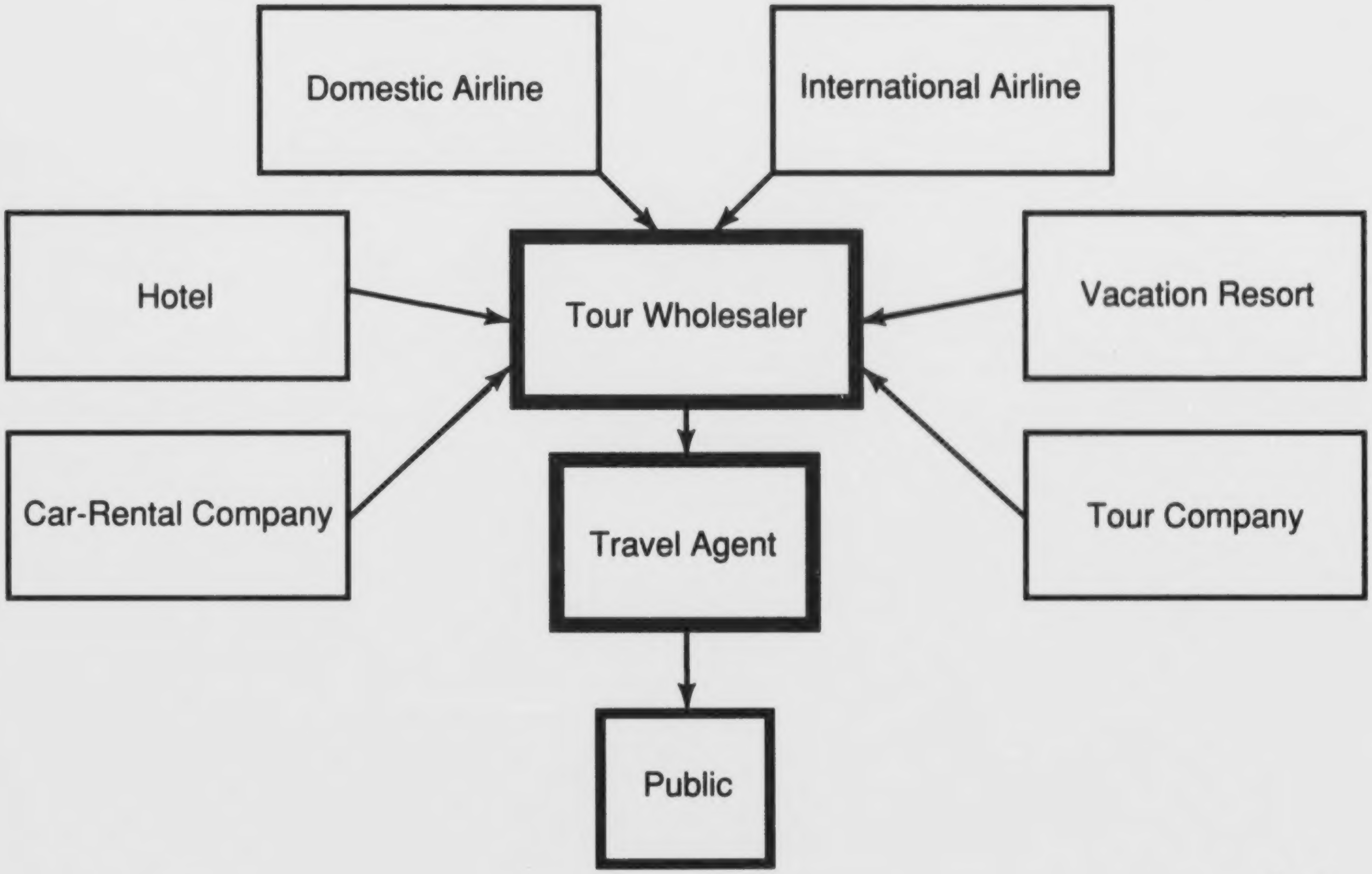
Car-Rental Company

Tour Company

Itineraries
Tickets
Tours

Public

Tour Wholesaler


Domestic Airline
International Airline
Hotel
Tour Wholesaler
Vacation Resort
Car-Rental Company
Travel Agent
Tour Company
Public

Introduction to the Tourism Industry
Unit 2

Information Sheet

1. **Terms and definitions associated with the tourism industry**

- **Accommodations**—Lodging; room and (sometimes) board
- **Affiliate**—To connect or associate oneself as a member or branch
- **Amtrak**—Marketing name for the National Railroad Passenger Corporation, established by the Rail Passenger Service Act of 1970

  Note: The corporation's controlling stock is owned by the U.S. government.
- **Booking**—Making a reservation
- **Carrier**—Company involved in the transportation of people or goods

  Examples: Airline, cruise line, railroad, bus line
- **Charter**—To bulk-purchase any carrier's (airline or vehicle) equipment for passengers or freight
- **Charter flight**—Flight booked exclusively for the use of a specific group of people
- **Commission**—Percentage paid to a travel agency by suppliers for booking travel arrangements that include the supplier's services
- **Customer** (client)—Person who patronizes a travel agency, tour company, or other travel-related business
- **Deregulation**—Process of removing or relaxing legal regulations restricting the activities of business, thereby increasing competition

  Example: Before deregulation, government regulations prevented the airlines from raising fares to compensate for the increased cost of operating passenger service.

  Note: In 1978, U.S. government deregulation of the airlines changed the whole economics and structure of the tourism industry—the relationships of companies to one another. Companies revamped their products, their pricing, and the manner in which they distributed services and products to their customers.
- **Destination promotion**—Endeavor by national, state, or local governments to attract tourists and corporate travelers to their localities

Information Sheet

- **Excursion**—Short journey that eventually returns to its starting point
- **Incentive commission**—Extra commission paid to a travel agency by a supplier to stimulate sales of the supplier's services
- **Incentive travel**—Trip offered by a corporation or company as a reward or prize to stimulate employee sales

  Example: An automobile dealership promotes competition among its salespeople by promising a south-seas cruise to its top salesperson of the year.

- **Itinerary**—Complete schedule of a trip, including departure and arrival dates and times, and accommodations and meals if applicable
- **Liaison**—Person or company acting as a go-between between or among parties

  Example: A travel agent acts as a liaison between the client and the airlines.

- **Motorcoach**—Another term for a bus, generally reserved for noncommuter buses
- **Occupational area**—Group of jobs similar according to the nature of the work being performed

  Example: Marketing

- **Package tour**—Travel plan that includes several elements of a vacation, such as transportation, accommodations, meals, and sightseeing

  Note: Package tours may be escorted or independent, domestic or international. They may be specialized for budget, interest, taste, age group, or lifestyle.

  Examples: SCUBA diving tours, bicycling tours, religious tours, gardening tours, "ecotours" oriented around environmental concerns, educational tours, tours for specialized groups (sports groups, bridge clubs, retirees, senior citizens)

- **Retail**—The sale of goods in small quantities directly to the customer
- **Skill**—Activity you have been trained to do and have practiced doing
- **Supplier**—Any of the interrelated industries or companies that provide a part of the travel arrangements

  Examples: Airline, hotel, restaurant, resort

Information Sheet

- **Tour**—Preplanned trip—to one or more destinations—that usually returns to the original point of departure

- **Tourism**—The entire world industry of travel, hotels, transportation, food service, and other activities serving the traveler

  Note: Tourism includes four interlocking segments: lodging, sightseeing, carriers, and travel agents.

- **Tourist**—Person who travels away from home for nonwork reasons; leisure traveler

- **United States Travel Data Center** (USTDC)—Washington, D.C.-based travel-research affiliate of the Travel Industry Association of America (TIAA)

- **Wholesale**—The sale of goods in large quantities, usually at lower prices than retail

2. **USTDC facts about the tourism industry**

- The tourism industry is expected to be the single largest industry in the world by the year 2000.

- Americans took a total of 1.3 billion person-trips (one person on a trip 100 miles or more from home) in 1990.

- Spending on travel services in the United States totaled about $350 billion and generated more than $42.8 billion in tax revenue in 1990.

  Note: Americans spent more on travel than they did on clothing, accessories, jewelry, and personal care combined; or more than they did on household utilities, including telephone service. Travel spending in the U.S. averages about $959 million a day, $40 million each hour, $660,000 each minute, $11,000 each second.

- The travel and tourism industry is the second largest employer in the U.S., generating 5.8 million jobs totaling a $73.5 billion payroll.

- In 48 of the 50 United States, tourism has become the leading employer.

- Over the past several years, the travel/tourism industry has grown 43 percent, more than twice the growth rate for all industries.

- There are over 500,000 different businesses involved in travel.

- It has been estimated that between 75,000 and 85,000 new, computer-trained agents are added to the workforce every year, excluding those hired by cruise lines and tour companies.

Information Sheet

3. Descriptions of the broad categories into which the tourism industry is divided

- **Commercial travel**—Travel conducted for business reasons

  Examples: Sales representatives, executives, convention and trade-show participants

- **Leisure travel**—Travel conducted primarily for recreation and sport

  Examples: Vacationers, resort guests, sightseers, adventure hobbyists

4. Tourism-industry suppliers and the commodities and services they provide

- **Transportation suppliers**—Airlines, cruise lines, rail lines, motorcoach (bus) lines, ground operators who provide local transportation and local tours, taxi companies, auto-rental firms, charter-boat services, aerial tramways

  Note: Presently in the U.S., the airlines industry is the most important common transportation supplier (carrier). The motorcoach industry is the second most important common carrier. The passenger rail industry has declined since 1920, and now—other than commuter rail—rests largely with Amtrak.

- **Accommodations suppliers**—Hotels, resorts, clubs, condominiums, youth hostels, bed and breakfast homes, tourist homes, camps
- **Equipment suppliers**—Small-boat rental suppliers, sports and adventure equipment suppliers, pack-animal suppliers
- **Arrangement suppliers**—Travel agencies, tour operators, tour wholesalers, tour directors and guides, destination-marketing organizations
- **Food and food-service suppliers**—Restaurants, cafes, caterers, food stores, bars/taverns
- **Amusement and entertainment suppliers**—Theme parks; ski resorts; national, state, and local parks; public forests; wilderness areas; streams; seashores; night clubs; sports facilities and events; theaters

  Note: The ski industry is one of the tourism industry's largest amusement and entertainment suppliers.

- **Miscellaneous retail merchandisers**—Various shops and stores that provide opportunities for travelers to obtain whatever type of goods and services they need or want in any particular place

Information Sheet

5. Tourism operations and their descriptions

a. **Destination-marketing organizations** (DMOs)

- **Chamber of commerce**—Association of business people who promote commercial and industrial interests in a community

- **Convention and visitor's bureau** (CVB)—Organization that represents a city or urban area in the solicitation and serving of all types of travelers to that city or area, whether the visit is for business, pleasure, or both

  Note: The bureau is the liaison between potential visitors to the area and the businesses that will host them.

- **National tourism office/bureau**—Government agency that advertises the country in order to attract more tourists, that promotes legislation and regulation of the travel industry, and that may operate national sections of the travel industry

  Note: The United States Travel and Tourism Administration (USTTA) is responsible for promoting and marketing tourism to the United States, assisting state travel offices, reducing the national travel deficit, and promoting the United States abroad.

- **State tourism office/bureau**—Government agency that promotes business for the state by conducting programs of information, advertising, publicity, and research relating to the state's recreational, scenic, historic, highway, and tourist attractions

  Note: Many states house their tourism offices in Departments of Economic Development (or Commerce). In a few states, such as Hawaii, responsibility for travel development rests primarily with a privately operated, nonprofit organization, the Hawaii Visitor's Bureau, that receives money from the state.

b. **Travel-arrangement operations**

- **Incentive house**—Company that handles all facets of corporate incentive travel

- **Tour company**—Company that specializes in the planning and operation of prepaid, preplanned vacations and makes these available to the public, usually through travel agents and tour operators, though sometimes through direct retail sales

- **Tour broker** (wholesaler)—Company that plans, markets, and (usually) operates tours; marketing is always through travel agents, associations, clubs, or a tour organizer—never directly to the public

- **Travel agency**—Company that acts as liaison between its clients and its suppliers to provide the client with desired travel arrangements and itineraries

- **Travel publisher**—Company that designs, edits, and prints written materials related to the travel/tourism industry

  Examples: Travel magazines, travel and vacation brochures, travel guides

6. Descriptions of travel-related jobs in the tourism industry

- **Corporate travel manager**—Company employee who is responsible for arranging travel for a company's employees, arranging meetings and conventions, establishing employee travel policies, acting as liaison with an outside travel agency, and managing travel budgets

  Note: In some large companies, the corporate travel manager may be part of the personnel department and responsible for personnel relocation.

- **Tour operator**—Person who designs, produces, and markets package tours that are then sold through travel agents to the public

  Note: Tour operators may specialize in domestic or international package tours.

- **Tour planner/travel agent for disabled individuals**—Specialist who arranges travel and tailors tours for disabled individuals

  Note: A whole new industry has sprung up to cater to the more than 43 million Americans with disabilities. This field of travel offers special opportunity for people who are trained in physical therapy, nursing, medicine, and psychology, as well as for people who are themselves disabled.

- **Receptive operator** (receptive-service agent, ground handler, inbound agent)—Specialist who handles incoming foreign and domestic visitors, coordinates their stay, and escorts them during their visit; works with the tour packager or the travel agent sending the group

  Example: A group of birders from Germany comes to the United States to visit prime birding sites for endangered species such as the whooping crane. Besides arranging visits to such sites, the agent may also coordinate matters concerning passports, visas, translators, lost luggage, and sickness among the tour members.

- **Tour manager** (tour escort, tour director)—Person who escorts a group throughout its tour or trip itinerary

  Note: The majority of tour managers are contracted by tour operators on a part-time, free-lance basis, but some may find salaried career positions.

Information Sheet

- **Step-on guide** (excursion guide, tour guide)—Person who escorts a group on a short tour (excursion) and explains the sights

  Example: A person who explains the sights on a tour through a theme park, natural or historic site, and so on

  Note: Step-on guides are usually employed on a seasonal basis by the attraction operator or by the bus company that provides the tour.

- **Travel agent**—Person who works for a travel agency planning and coordinating travel arrangements and providing travel advice within budget limitations established by the client

- **Incentive-travel account coordinator**—Person who works for an incentive house managing transportation, working with the pretrip department on mailings, and funneling information to the client and the company's account executive

- **Incentive specialist**—Person who promotes incentive trips to a destination and helps planners coordinate their programs

  Note: Incentive specialists are in heavy demand with companies who are their biggest users (Shaklee, Merrill Lynch, Fedders, GE), and with foreign-government tourist offices. Many travel suppliers such as airlines, hotel chains, resorts, car-rental companies, and cruise lines also employ incentive specialists.

- **Meeting planner**—Person who plans and arranges meetings, conferences, and trade shows

  Note: Meeting planners may work independently or for an individual company, an association or trade group, incentive house, educational or religious organization, travel agency, hotel, or convention bureau.

7. Occupational areas related to the travel/tourism industry

- Research and development
- Travel technology
- Marketing

  Note: Marketing includes the sub-areas of advertising and public relations.

- Sales
- Travel writing
- Travel photography

Information Sheet

- Education and training
- Trade associations
- Travel-industry law

8. **Job responsibilities related to personal traits/skills that contribute to success in the tourism industry** (Table 1)

Table 1

Personal trait/skill	Job responsibility
• "People" skills	• Public contact • Handling problems and complaints
• Reading	• Interpreting charts • Reading bus and airline schedules
• Verbal communication	• Sales • Instructions • Reservations • Telephone
• Written communication	• Instructions and advice • Confirmations • Forms/tickets
• Basic arithmetic	• Fare calculation • Currency conversion • Time/date calculation
• Basic geography	• Itinerary planning • Destination information
• Critical-thinking skills	• Solving problems • Coping with stress
• Mechanical skills	• Keyboarding (typing) • Business-equipment operation
• Stamina	• Job travel • Long work hours

9. **Trends that favor the growth of tourism**

- Rising disposable income for large segments of the population
- Growth in the number of retired persons who have the money, energy, and desire to travel

Information Sheet

- Greater mobility of the population as people become accustomed to making moves required for education and by their careers
- Shorter work weeks and longer vacations
- Smaller families and changing roles
- Growth in the number of single adults

  Note: People living alone have more leisure time than couples, and many want to socialize and travel.
- Growth of multinational businesses
- Growth of trade shows and conventions
- Greater credit availability through charge cards and bank loans
- Travel simplification—the package tour in which everything is planned, arranged, and included in one price
- Increased value placed on experience versus material possessions
- Television and movies

  Note: Television and movies create an interest in places never before considered. Television advertising and game-show prizes also stimulate interest.

10. **Trends predicted in the future of the tourism industry**

- The tourism industry will become more and more technical, its emphasis shifting to marketing, sales, and computerization.
- The emergence of massive travel-agency organizations, many with global links, will result in new tiers of management, new specialties, and greater opportunities for graduates of four-year and business-administration programs.
- Transportation suppliers will introduce technology that will give customers direct access to their schedules and fares on personal computers.
- Airlines will move toward a "ticketless ticket" that will make it easier for customers to book air tickets directly with airlines.
- Computer-based shop-at-home services will be introduced by tourism suppliers.

Information Sheet

- Science and technology will develop different and faster methods of transportation.

  Examples: One-person light aircraft, underseas tour busses with oversized windows, magnetic trains that fly between cities on a cushion of electromagnetism, vertical take-off and landing vehicles for both everyday personal and commercial use

- Space and underseas travel and tourism will become commonplace.

  Note: There is already an underwater hotel in Florida for SCUBA divers. Guests can view undersea life from their room windows.

Introduction to the Tourism Industry
Unit 2

Assignment Sheet 1—Complete a Basic Mathematics Pretest

Name ______________________________ Overall rating __________

Evaluation criteria	**Rating**
• Directions have been followed.	______
• Skills have been correctly evaluated.	______
• Student applied serious effort while completing test.	______

Introduction

As you learned in Objective 8 of the information sheet, one of the personal traits/skills leading to success in the tourism industry is the ability to perform basic arithmetic or math. The purpose of this assignment sheet is to help you determine your abilities in this critical area.

Exercise

Directions

Follow the directions in each of the sections below and then evaluate your basic math skills by using the following scale. Each correct answer is worth 2 points out of a possible 100 points. *Only correct answers count toward your score.* Rate your scores as follows:

100 - 90 — Excellent basic math skills

80 - 88 — Good basic math skills

70 - 78 — Weak basic math skills

60 - 68 — Poor basic math skills

Below 60 — See your instructor for remedial problems.

Assignment Sheet 1

1. Add each of the following problems.

a. $$\begin{array}{r} 674 \\ \underline{+\ 838} \end{array}$$

b. $$\begin{array}{r} 1070 \\ 12 \\ \underline{+\ \ 461} \end{array}$$

c. $$\begin{array}{r} 1776 \\ 1984 \\ \underline{+\ 1638} \end{array}$$

d. $\frac{1}{4} + \frac{1}{2} + 3$

e. .001 + 4 + 120 + .50

f. $$\begin{array}{r} 112 \\ \underline{+\ 847} \end{array}$$

g. $$\begin{array}{r} 15468 \\ \underline{+\ 20963} \end{array}$$

h. $$\begin{array}{r} 146536 \\ 201000 \\ \underline{+\ 2097584} \end{array}$$

i. $\frac{1}{8} + \frac{1}{16} + 44$

j. 1.79 + .816 + .2 + 7

Assignment Sheet 1

2. Subtract each of the following problems.

a. $$\begin{array}{r} 11 \\ \underline{-\ \ 4} \end{array}$$

b. $$\begin{array}{r} 607 \\ \underline{-\ \ 18} \end{array}$$

c. $$\begin{array}{r} 9806 \\ \underline{-\ 3748} \end{array}$$

d. $$\begin{array}{r} 12354 \\ \underline{-\ \ 3524} \end{array}$$

e. $\frac{1}{2} - \frac{1}{4}$

f. $$\begin{array}{r} 85 \\ \underline{-\ 45} \end{array}$$

g. $$\begin{array}{r} 799 \\ \underline{-\ \ 90.5} \end{array}$$

h. $$\begin{array}{r} 10.61 \\ \underline{-\ \ 5.05} \end{array}$$

i. $$\begin{array}{r} 16 \\ \underline{-\ \ 0.58} \end{array}$$

j. $\frac{1}{8} - \frac{1}{16}$

Assignment Sheet 1

3. Multiply each of the following problems. Set up problems as necessary, and show your work.

a. $$\begin{array}{r} 12 \\ \times\ 7 \\ \hline \end{array}$$

b. $$\begin{array}{r} 77 \\ \times 13 \\ \hline \end{array}$$

c. $$\begin{array}{r} 279 \\ \times\ 82 \\ \hline \end{array}$$

d. 2.5×17.81

e. $886 \times .009$

f. $$\begin{array}{r} 864 \\ \times\ 8.6 \\ \hline \end{array}$$

g. $$\begin{array}{r} 4250 \\ \times\ \ .10 \\ \hline \end{array}$$

h. $$\begin{array}{r} 4760 \\ \times\ \ 70 \\ \hline \end{array}$$

i. $\frac{1}{16} \times 1392$

j. $\frac{1}{2} \times 4$

Assignment Sheet 1

4. Divide each of the following problems. Show your work.

a. $8\overline{)416}$

b. $12\overline{)144}$

c. $17\overline{)1500}$

d. $1 \div 1\frac{1}{2}$

e. $10 \div \frac{1}{32}$

f. $4\overline{)1232}$

g. $54\overline{)10726}$

h. $.80\overline{)4602}$

i. $.33\overline{)1754}$

j. $200 \div \frac{1}{4}$

k. $5525 \div 50$

Assignment Sheet 1

5. Solve each of the following problems. Show your work, and write your answers on the appropriate blanks.

   a. You have just put together an itinerary for a customer. The round-trip air fare is $457 plus 6% tax; car rental is $107.17; accommodations will total $517.76. What is the total amount due from your client?

      Total amount due = ____________________

   b. You have just been authorized to sell a popular package tour at a 12% discount. The tour was normally sold for $788. What will be the discounted price of the tour?

      Discounted price of tour = ______________________

Assignment Sheet 1

c. A client has returned a $424 air fare ticket. There is a 33% penalty for returned tickets. How much of the original fare will the customer get back?

Reimbursed amount = ____________________

d. You have just booked a client into a hotel that costs $112 a night. The client will be staying five nights. There is a 10% room tax per night. What will be the total amount due from your client?

Total amount due = ____________________

Assignment Sheet 1

e. You have booked a group of 14 birders on a charter flight to South America. The round-trip charter costs $5,152. Three of the group will each get a 33% senior citizen's discount. The remaining birders will pay fares that split the difference evenly. How much is each discounted ticket? How much is the regular ticket?

Discounted ticket = ____________________

Regular ticket = ______________________

f. The nonpackage costs of one itinerary that you have prepared are as follows: round-trip airfare, $721.75; accommodations for three nights, $278.74 (including room tax); six meals, $120; city sightseeing tour, $65. You are able to offer this entire arrangement as a package tour for $897. How much will the client save if she buys the package rather than the nonpackage tour?

Amount saved = ____________________

Assignment Sheet 1

g. You have reserved a rental car for a client. The client drives the car 364 miles and returns it to the rental company after a three-day weekend. The company charges 8 cents a mile, $9 a day for insurance, a $20 drop-off fee, a rental charge of $31.99 per day, plus 10% tax on the total. How much will your client owe the car rental company?

Total amount owed rental company = ____________

h. Read the flight itinerary on the following page. How much time (hours and minutes) will the passenger spend *in the air* from the time of departure from Oklahoma City to the time of arrival in San Jose, California?

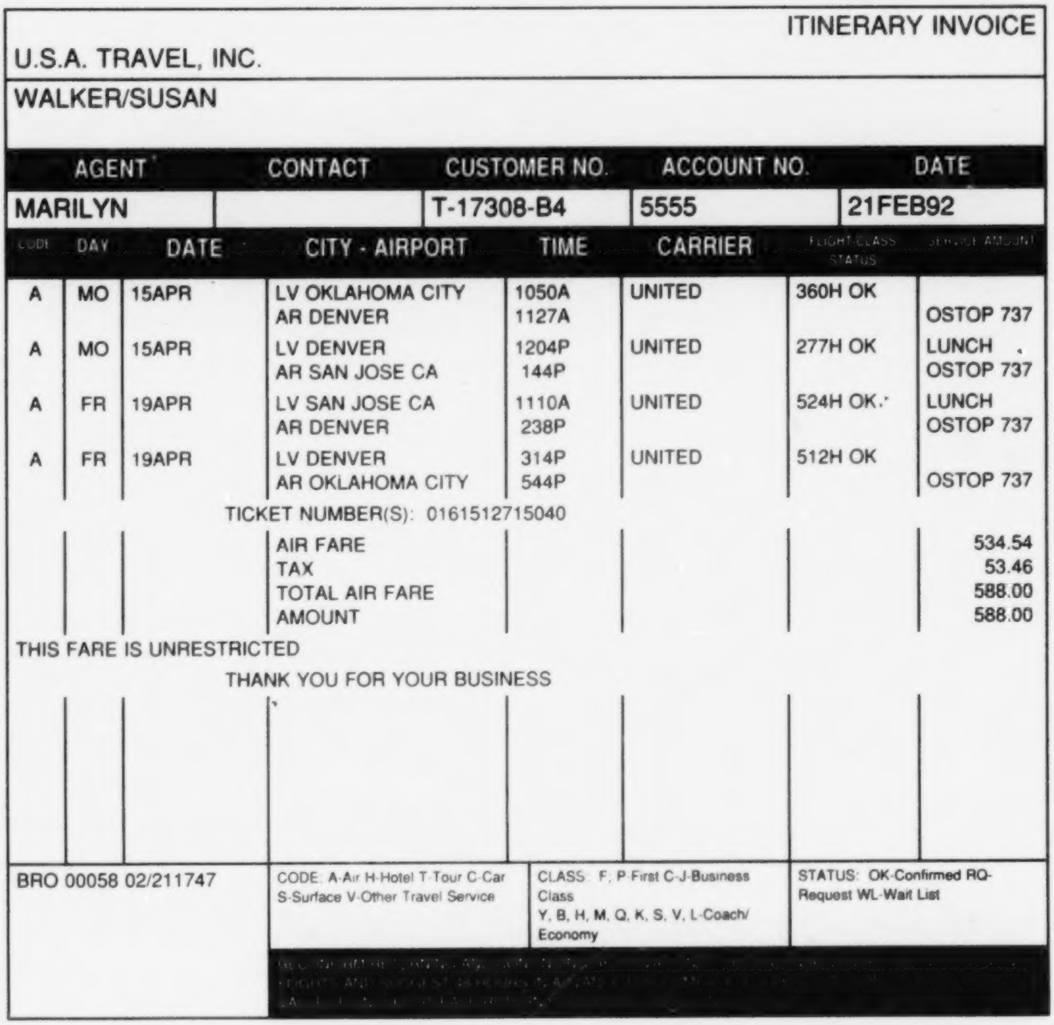
Hint: Remember that California time is two hours behind Oklahoma's central standard time, and Denver is one hour behind Oklahoma's time.

Amount of time spent in flight = ________________

i. Using the itinerary in "h", how long will the return layover in Denver be?

Return layover = __________________

Assignment Sheet 1



ITINERARY INVOICE

U.S.A. TRAVEL, INC.

WALKER/SUSAN

AGENT	CONTACT	CUSTOMER NO.	ACCOUNT NO.	DATE
MARILYN		T-17308-B4	5555	21FEB92

CODE	DAY	DATE	CITY - AIRPORT	TIME	CARRIER	FLIGHT-CLASS STATUS	SERVICE AMOUNT
A	MO	15APR	LV OKLAHOMA CITY AR DENVER	1050A 1127A	UNITED	360H OK	OSTOP 737
A	MO	15APR	LV DENVER AR SAN JOSE CA	1204P 144P	UNITED	277H OK	LUNCH OSTOP 737
A	FR	19APR	LV SAN JOSE CA AR DENVER	1110A 238P	UNITED	524H OK	LUNCH OSTOP 737
A	FR	19APR	LV DENVER AR OKLAHOMA CITY	314P 544P	UNITED	512H OK	OSTOP 737

TICKET NUMBER(S): 0161512715040

AIR FARE	534.54
TAX	53.46
TOTAL AIR FARE	588.00
AMOUNT	588.00

THIS FARE IS UNRESTRICTED

THANK YOU FOR YOUR BUSINESS

BRO 00058 02/211747

CODE: A-Air H-Hotel T-Tour C-Car S-Surface V-Other Travel Service

CLASS: F, P-First C-J-Business Class
Y, B, H, M, Q, K, S, V, L-Coach/Economy

STATUS: OK-Confirmed RQ-Request WL-Wait List

[illegible]

Introduction to the Tourism Industry
Unit 2

Assignment Sheet 2—Complete a Basic English Pretest

Name ____________________ Overall rating __________

Evaluation criteria	**Rating**
• Directions have been followed.	______
• Skills have been correctly evaluated.	______
• Student applied serious effort while completing test.	______

Introduction

In Objective 8 of the information sheet you learned that two of the personal traits/skills leading to success in the tourism industry are good verbal and written communication skills—both requiring knowledge of basic English concepts. The purpose of this assignment sheet is to help you determine your English-language abilities.

Directions

Follow the directions in each of the sections below and then evaluate your English skills by using the following scale. Each correct answer is worth 2 points out of a possible 100 points. *Only correct answers count toward your score.* If you are unsure of an answer, make an intelligent guess. Rate your scores as follows:

100 - 90 — Excellent English skills

80 - 88 — Good English skills

70 - 78 — Weak English skills

60 - 68 — Poor English skills

Below 60 — See your instructor for remedial assignments.

Assignment Sheet 2

1. Read the following paragraphs and then select the correct answers to the questions that follow. Circle the number of the correct item from the four options listed below each question. Your instructor will allow you just 5 minutes to complete this section of the pretest.

> Computer reservation systems have become the most important tool of the travel professional. A computer reservation system, often referred to by its nickname "res system," is a computer system that contains essential travel information, such as airline flights and fares, hotel room rates, and car rental rates. The system permits travel agents to make reservations on the computer and to issue airline tickets on demand.
>
> The major computer reservation systems include the following: SABRE (hosted by American Airlines), Apollo (hosted by United Airlines), System One (hosted by Texas Air/Continental), and Worldspan (hosted by TWA, Northwest, and Delta).
>
> To use a computer reservation system, the operator must enter a passcode, called a *sine*, into the computer. Every person who uses a travel agency computer receives a personal sine.
>
> In addition to airline reservations, the computer reservation system also permits hotel reservations, car rentals, cruises, and, in some cases, railway tickets to be booked as well.

Paragraphs reprinted with permission from page 27, *An Introduction to Travel and Tourism* by Dennis L. Foster. Copyright 1990 by Glencoe/McGraw-Hill Educational Division.

a. Which reservation system would you use if you wanted to reserve a flight for a client on American Airlines?

   1. Apollo
   2. Worldspan
   3. System One
   4. SABRE

b. What is the nickname for the travel agency computer reservation system?

   1. Travplan
   2. Res system
   3. Off guide
   4. Resware

Assignment Sheet 2

c. Which of the following does the computer reservation system allow?

1. Computer reservations on demand
2. A central clearinghouse for reservations
3. Alphabetically listed flight schedules for all continental and international airlines
4. Tour packages available to the general public

d. Which of the following is NOT information usually contained in computer reservation systems?

1. Airline flights and fares
2. Hotel room rates
3. Package tours
4. Car rental rates

e. What is the passcode called that every computer reservations operator must have in order to use the system?

1. a *sign*
2. a *tangent*
3. a *dyne*
4. a *sine*

2. Select the correct spelling for each of the following words. Write the correct numbers on the blanks.

______a. 1. acomodation
2. acommodation
3. accommodation
4. accomoddation

______b. 1. itenary
2. itinerary
3. itenirary
4. itinary

______c. 1. destenation
2. distenation
3. destination
4. distination

______d. 1. leisure
2. lesure
3. liesure
4. lesiure

Assignment Sheet 2

______e.
1. transcontinental
2. transcontenental
3. transcontinintal
4. transconteninta l

______f.
1. comision
2. comission
3. commision
4. commission

______g.
1. souvenir
2. souviner
3. souvenire
4. souvinier

______h.
1. business
2. bussines
3. busenis
4. bussiness

______i.
1. facility
2. facality
3. ficality
4. ficility

______j.
1. recieve
2. receve
3. receive
4. recive

3. Select the word closest in meaning to each of the following words. Write the correct numbers on the blanks.

______a. municipality

1. rural district
2. government
3. city district
4. community

______b. commerce

1. business
2. start
3. communicate
4. praise

Assignment Sheet 2

______c. liaison

1. responsibility
2. connection
3. dictionary
4. written declaration

______d. corporate

1. physical (not spiritual)
2. noncommissioned officer
3. obese
4. of trade or business

______e. market

1. area of demand for goods and services
2. price after mark-up
3. increase in value
4. a security

______f. commodities

1. fees or charges
2. invoices
3. products or goods
4. orders

______g. free-lance

1. incorporated
2. independent
3. writer
4. without charge

______h. promote

1. advertise
2. project
3. program
4. advise

______i. currency

1. presently
2. money
3. electricity
4. study plan

Assignment Sheet 2

______j. convention

1. handiness
2. transformation
3. an assembly
4. opinion

4. Select complete sentences. Write an "X" on the blank before each complete sentence.

______a. Arriving in Paris on Monday morning.

______b. Traveling can be tiring.

______c. Organized in 1931 to promote the advancement of the travel agency industry.

______d. She slept.

______e. Canceled checks should be arranged in numerical order.

______f. That they were without their luggage.

______g. Because no one had been there to show the guests their room.

______h. Whether he is color-blind or not does not matter.

______i. Laurie speaks Spanish better than her mother does.

5. Identify incorrect grammar and usage. Write an "X" on the blank before each INCORRECT sentence.

______a. You will lose your luggage if your identification gets loose.

______b. She wrote the ticket good.

______c. Irregardless of how you feel, that is the correct way to do the job.

______d. That couple has no passport or ticket.

______e. Whose going to support an increase in travel taxes?

Assignment Sheet 2

______f. They gave the extra seats to my sister and I.

______g. He could of taken a shorter tour, but he wanted a long, relaxing vacation.

______h. Am I suppose to fill out this form in ink?

______i. If you had come earlier, you would have made your flight.

______j. The time has past rapidly.

______k. We couldn't issue the ticket on account of the computer was broken.

______l. She should not gossip about other employees.

______m. I felt badly about the delay.

______n. I went to both offices, but neither were open.

______o. At one time or another, every tourist discovers that they have too much luggage.

______p. Who are these flowers for?

Introduction to the Tourism Industry
Unit 2

Assignment Sheet 3—Complete a Basic Geography Pretest

Name ______________________ Overall rating __________

Evaluation criteria	**Rating**
• Directions have been followed.	______
• Student applied serious effort while completing test.	______

Introduction This geography pretest is designed to give you and your instructor an idea of how much you know about North American and world geography. It will not be scored, but you should analyze those that you miss. If you miss more than five and are planning a career in the tourism industry, you would be wise to take a geography course or study independently.

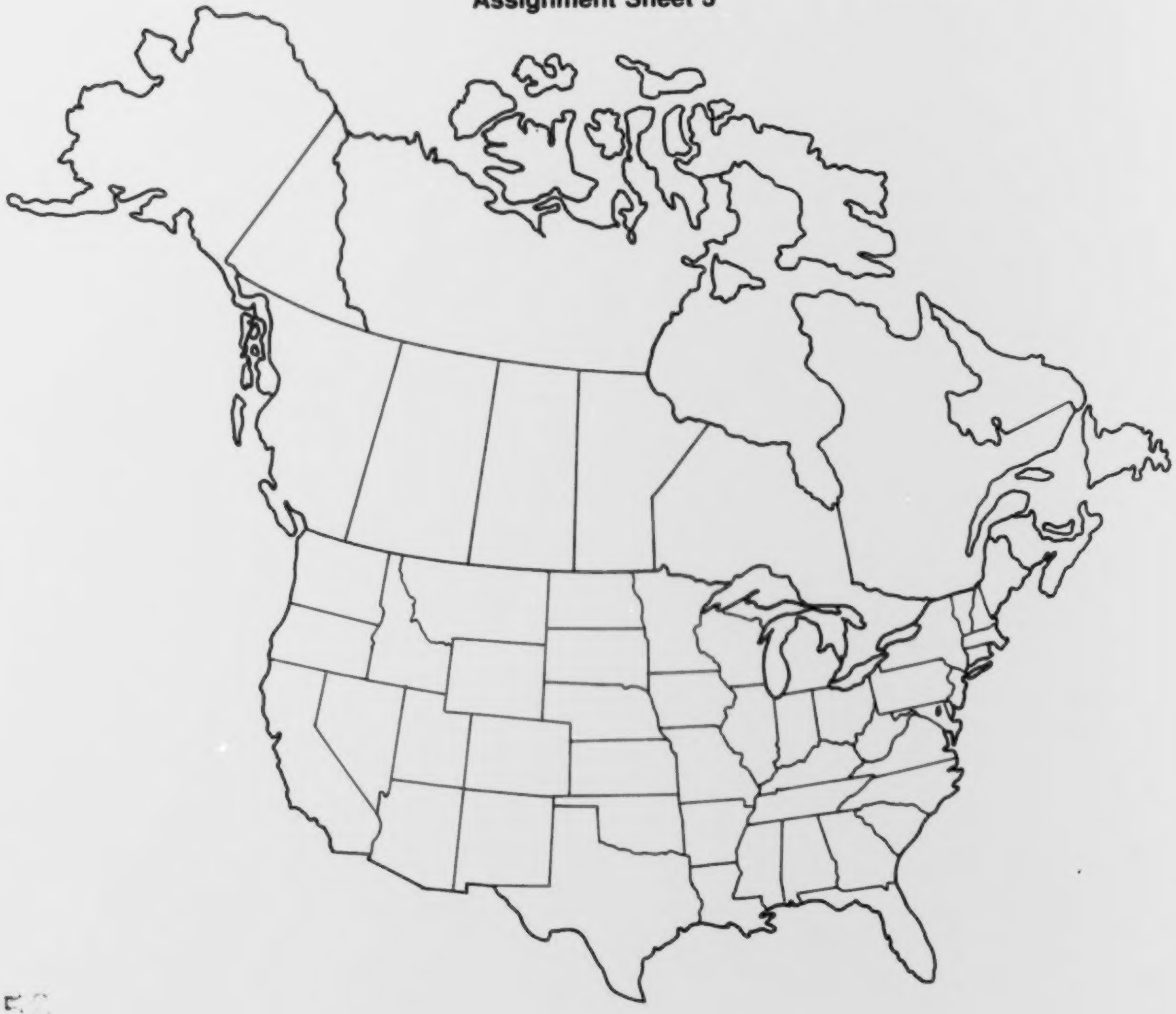
Exercise

Directions Follow the directions in each of the sections below.

1. Identify the following on the map of North America on the next page. Write the correct names in the appropriate places on the map. Use arrows as necessary.

   Pacific Ocean
   Atlantic Ocean
   Canada
   Alaska
   Florida
   Texas
   New York
   Washington, D.C. (District of Columbia)
   Illinois
   Mississippi River
   Lake Superior
   Oklahoma
   Gulf of Mexico
   Louisiana
   California
   Montana

Assignment Sheet 3

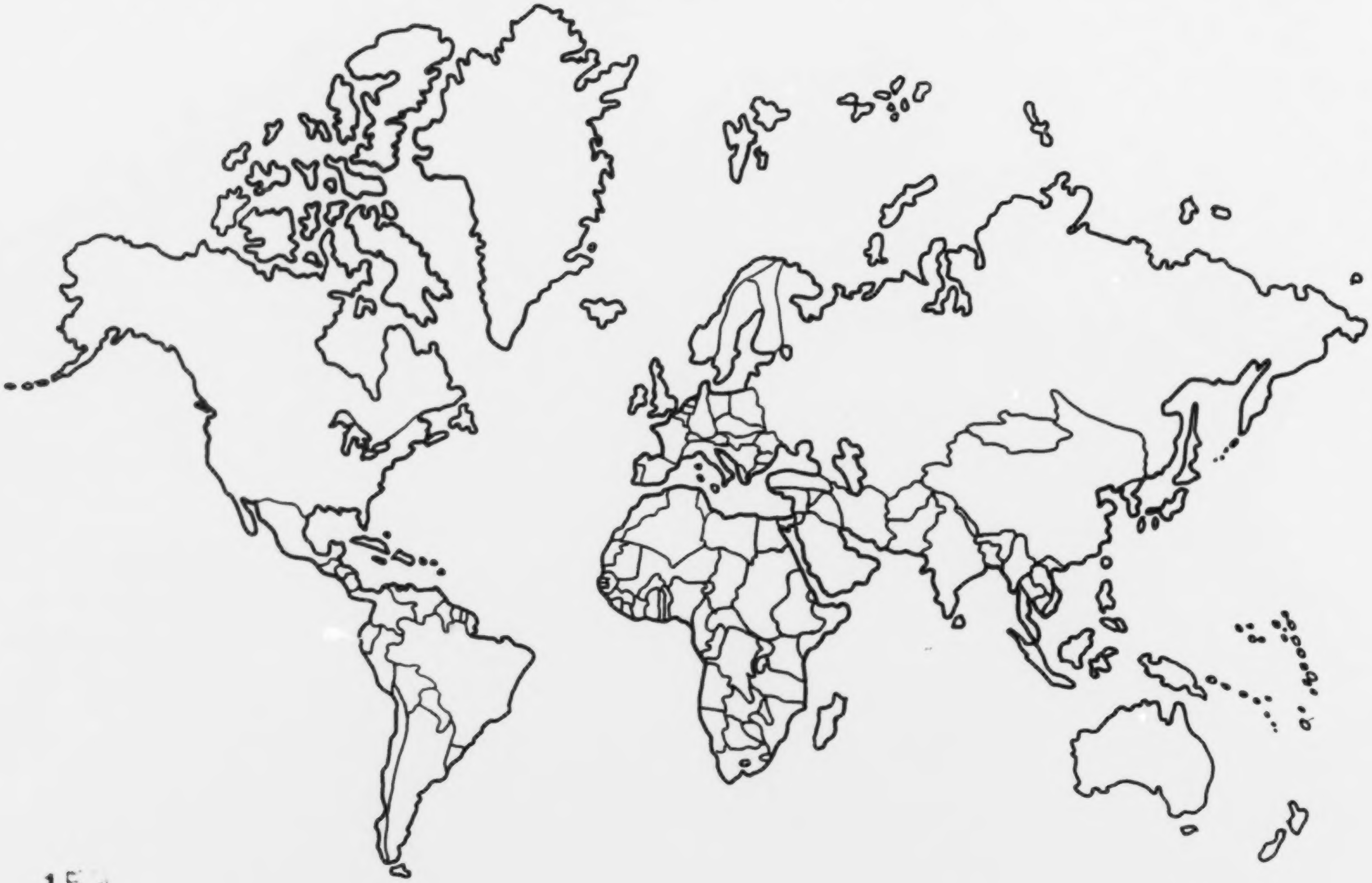


Assignment Sheet 3

2. Identify the following countries on the world map on the next page. Write the correct names in the appropriate places on the map. Use arrows to connect names and places when necessary.

   England
   Japan
   China
   Italy
   Spain
   Egypt
   Kenya
   Australia
   Cuba
   Scandinavia
   Germany
   South America
   Central America
   Mexico
   Saudi Arabia

Assignment Sheet 3



Assignment Sheet 3

3. Name the countries or states where each of the following attractions can be found. If you have trouble, use an atlas or the information in the geographical names in the back of your dictionary.

    a. Mount Everest

    b. The Taj Mahal

    c. The Amazon River

    d. The Rain Forest

    e. Okefenokee Swamp

    f. Big Ben

    g. The Grand Canyon

    h. Giant Redwood Forest

    i. Sahara Desert

    j. Koala bears

    k. The Nile River

    l. Carlsbad Caverns

    m. Niagra Falls

    n. Great Smoky Mountains

    o. The Dead Sea

    p. Yellowstone Park

    q. French Quarter (*Vieuxcarrae*)

    r. Mount Rushmore

    s. Blarney Stone

Basic Workplace Safety and First-Aid Skills
Unit 3

Objective Sheet

Unit objective

After completing this unit, the student should be able to apply basic safety and first-aid skills in the hospitality and tourism workplace. The student will demonstrate these competencies by completing the assignment sheets and job sheets and by scoring a minimum of 85 percent on the written test.

Specific objectives

After completing this unit, the student should be able to

1. Match to their correct definitions terms associated with workplace safety and first aid.
2. List reasons why safety in the hospitality and tourism workplace is every employee's responsibility.
3. Select words to complete facts about OSHA's role in workplace health and safety.
4. Select words to complete purposes of a material safety data sheet.
5. Describe ways hazardous materials can enter the body.
6. List general guidelines for workplace sanitation and personal hygiene.
7. Correct false statements about general job-safety rules.
8. Correct false statements about guidelines for dressing safely on the job.
9. Select words to complete guidelines for lifting and moving items safely.
10. List guidelines for preventing slips, trips, and falls.
11. Select words to complete rules for using ladders safely.
12. Select words to complete general guidelines for safety in a kitchen/break area.
13. List guidelines for preventing electrical shock.
14. List guidelines for preventing fire and fire spread.

Objective Sheet

15. Select from a list general evacuation procedures to take in case of fire.
16. Select from a list management's responsibilities in preparing for emergency evacuation.
17. List in order general steps for handling any emergency situation.
18. Describe basic first-aid procedures for various emergency situations.
19. Interpret material safety data sheets. (Assignment Sheet 1)
20. Interpret portable fire-extinguisher symbols. (Assignment Sheet 2)
21. Analyze scenarios to determine correct workplace safety practices. (Assignment Sheet 3)
22. Determine basic first-aid measures for emergency situations. (Assignment Sheet 4)
23. Lift a heavy object properly. (Job Sheet 1)
24. Place and climb a ladder safely. (Job Sheet 2)
25. Operate a fire extinguisher. (Job Sheet 3)
26. Demonstrate the Heimlich maneuver for an adult choking victim. (Job Sheet 4)

Basic Workplace Safety and First-Aid Skills
Unit 3

Suggested Activities

Instructional plan

Preparation

- Review unit and plan presentation. Study the specific objectives to determine the order in which you will present the objectives.

  Review the unit introduction and teaching suggestions included in the delivery and application section below, and plan classroom activities. Also note the suggestions for media and supplemental materials.

  Plan your presentation to take advantage of student learning styles and to accommodate special-needs students.

- Obtain films, videotapes, and other media to supplement instruction of this unit. See ordering information in the suggested resources section.

- Make transparencies from the transparency masters included in this unit.

- Select teacher components (teacher supplements, written test, unit evaluation form) you want to distribute to your students. Copy and prepare these components for distribution.

- Review the information in the information sheet concerning fire extinguishers as well as Assignment Sheet 2 and Job Sheet 3. Then, check with your local fire department and if possible have a department representative demonstrate the use of several common types of fire extinguishers available in travel-related businesses and hotels. Also ask if the department has a safe area where students can learn to put out a fire using portable fire extinguishers. If so have students complete Job Sheet 3 in this area. If not have the fire department assist you in establishing a safe area on the school grounds.

- Review the first-aid procedures presented in Objective 18 and, if you are not a certified first-aid instructor, arrange for someone to come in and teach this portion of the unit. Someone from the fire department or a certified Red Cross instructor may be able to help you.

Suggested Activities

- Prepare the classroom by putting up posters and charts and displaying articles and other references related to the objectives of this unit.

- Post copies of the correct lifting procedures and fire-extinguisher markings, which are printed in Transparencies 1 through 5. Also post a completed copy of Teacher Supplement 2, which asks you to list emergency telephone numbers for your area.

Delivery and application

Unit introduction

The skill areas appearing in bold-face type in the unit introduction and teaching suggestions refer to the academic and workplace skills identified by the American Society of Training and Development (ASTD) and the U.S. Department of Labor. These have been adapted by MAVCC.

- Provide students with objective sheet. Discuss unit and specific objectives.

- Ask representatives from a local hotel and a travel-related business to come to the class to discuss safety and first aid on the job. Have these representatives relate actual on-the-job experiences, showing accident reports, company policy in regard to safety and first aid, and any other documentation possible as part of their discussions. **(Listening for content; adapting to the organization's goals, values, and traditional modes of operation)**

Teaching suggestions

Objective 1 Match to their correct definitions terms associated with workplace safety and first aid.

- Read and discuss with students the terms and definitions presented in this section of the information sheet. Emphasize the definitions of the terms *first aid, safety*, and *carelessness* as they specifically apply to this unit. **(Listening for content; applying technical terms)**

Suggested Activities

Objective 2 List reasons why safety in the hospitality and tourism workplace is every employee's responsibility.

- Ask students to list on the board reasons why safe employees make both customers and other employees feel safe and secure. Then compare the lists the students compile with the items presented in the information sheet with this objective. Discuss both the items in the information sheet and any ideas the students may have added. **(Communicating a thought or idea in a clear, concise manner; accepting responsibility for others)**

Objective 3 Select words to complete facts about OSHA's role in workplace health and safety. **Objective 4** Select words to complete purposes of a material safety data sheet. **Objective 5** Describe ways hazardous materials can enter the body.

- Treat Objectives 3 through 5 as a unit in discussing OSHA's role in the workplace and the purpose of a material safety data sheet (MSDS). Discuss OSHA's role in helping protect employees from hazardous materials by requiring MSDSs in the workplace. Emphasize how hazardous materials can enter the body and the importance of employees being able to read and understand the MSDS sheet so that they will be able to prevent accidents and injuries when using the hazardous materials. **(Listening for content; adapting to the organization's traditional modes of operation)**
- Hand out Student Supplement 1, "Guidelines for Interpreting Material Safety Data Sheets." Read and discuss with students the information presented in the supplement. **(Reading/listening for content)**
- Hand out Student Supplement 2, "Sample MSDSs," and Assignment Sheet 1, "Interpret Material Safety Data Sheets." Read with students the introduction and directions to the assignment. Answer any student questions, and have students complete Assignment Sheet 1. **(Applying technical terms; communicating a thought or idea in a clear, concise manner)**

Suggested Activities

Objective 6 List general guidelines for workplace sanitation and personal hygiene.

- Read with students the information presented in the information sheet. Discuss how an employee's practicing sanitation and personal hygiene in the workplace protects both the employee and any person the employee contacts. **(Applying technical terms; communicating an idea in a clear, concise manner; accepting responsibility for others)**

- Hand out Teacher Supplement 1, "Analyze Your Personal Hygiene and Grooming Habits." Read with students the directions to the survey, and point out that the survey will not be turned in or graded. Explain that the survey is to be used as an honest evaluation of a student's present hygiene practices. Discuss how the survey is to be self-evaluated, using the evaluation scale presented at its conclusion. **(Emphasizing self-direction; listening for content and direction; adapting to the organization's values and culture)**

Objective 7 Correct false statements about general job-safety rules. **Objective 8** Correct false statements about guidelines for dressing safely on the job.

- Treat these two objectives as a unit in which you present general on-the-job safety rules. Read the information presented in the information sheet, and then show the video *Accident Prevention and Safety.*

  Have students take notes on the major points presented in the video, and then lead a class discussion in which students list the major points on the chalkboard. **(Reading; writing; listening for content; communicating a thought or idea)**

Objective 9 Select words to complete guidelines for lifting and moving items safely.

- Discuss with students the fact that Objectives 9 through 17 cover the topics where safety violations most commonly occur: improper lifting, slipping and falling, not using a ladder or using one incorrectly, improper procedures in a kitchen/break area, improper use of electrical devices, and improper practices that may lead to fire. Find and quote statistics that show the lost work time per year that results from these improper practices.

Suggested Activities

Also, show students accident reports that reflect how improper practices have lead to actual accidents in the workplace. **(Listening for content; adapting to the organization's goals and values; accepting responsibility for others)**

- Discuss with students proper lifting techniques, using Transparency 1, "How to Lift Safely," and Transparency 2, "How to Lift Safely (Continued)" to help illustrate your discussion. **(Listening for content)**

- Hand out Job Sheet 1, "Lift a Heavy Object Properly." Read with students the introduction to the job sheet. Then demonstrate proper lifting techniques, following the steps in the job sheet. Allow each student to return your demonstration. Answer any student questions and then have students complete Job Sheet 1. **(Listening for content and directions)**

Objective 10 List guidelines for preventing slips, trips, and falls.

- Read with students and discuss the guidelines presented in the information sheet. Then show the video *Slips, Trips, and Falls*. Have students take notes on the major points in the video and discuss these points in class, listing student responses on the chalkboard. **(Listening for content; adapting to the organization's goals and values; writing; communicating a thought or idea)**

Objective 11 Select words to complete rules for using ladders safely.

- Read with students and discuss the rules for ladder safety presented in this section of the information sheet. Use an actual ladder to point out the parts of the ladder (safety shoes, rungs/steps, rung lock, siderails) mentioned in the information sheet and to demonstrate procedures for safely carrying, placing, heeling, climbing, and descending a ladder. Have students take notes on the major points presented during the demonstration. Discuss these points with students as you list them on the chalkboard. **(Listening for content; applying technical terms; adapting to the organization's goals and values; writing; communicating a thought or idea)**

Suggested Activities

- Hand out Job Sheet 2, "Place and Climb a Ladder Safely." Read with students the note and the introduction to the job sheet. Demonstrate the proper procedure for placing and climbing a ladder safely. Allow each student to return your demonstration. Assign two-person teams and have students complete the job sheet. **(Listening for content and directions)**

Objective 12 Select words to complete general guidelines for safety in a kitchen/break area.

- Read with students and discuss the guidelines presented in this section of the information sheet. Emphasize that most places of business will have a break area for employees where these safety rules must be followed, and that hotel employees should also observe these rules when working in the kitchen area or room service. **(Listening for content; adapting to the organization's traditional modes of operation)**
- Take students to the break area in your school and have students tally the approximate number of people using the area per day. Discuss the importance of everyone's following the guidelines presented in the information sheet. Have students discuss the possible consequences of not following these rules. **(Listening for content; accepting responsibility for others; applying what has been read to a specific task)**

Objective 13 List guidelines for preventing electrical shock.

- Read with students the guidelines presented in this section of the information sheet, emphasizing to students that no matter what the job, they will come in contact with electrical equipment and should be aware of and practice electrical safety. Have students survey employees in the hospitality and tourism area to determine the number and type of electrical equipment they handle every day. **(Listening for content; adapting to the organization's traditional modes of operation; applying what has been read to a specific task)**

Suggested Activities

Objective 14 List guidelines for preventing fire and fire spread. **Objective 15** Select from a list general evacuation procedures to take in case of fire.

- Read with students the information presented in these two sections of the information sheet. Emphasize the role of the employee in helping to prevent fire, and then discuss the responsibilities of an employee should a fire occur. **(Listening for content; accepting responsibility for others; adapting to the organization's traditional modes of operation)**

- Discuss types of fires and fire extinguishers, using actual fire extinguishers and Transparencies 3 through 5 to illustrate your discussion. **(Listening for content)**

- Hand out Student Supplements 3 through 5, and discuss and demonstrate (or have a firefighter demonstrate) the information presented in the supplements. **(Listening for content)**

- Hand out Assignment Sheet 2, "Interpret Portable Fire-Extinguisher Symbols." Read the introduction and directions to the assignment. Answer any student questions, and have students complete Assignment Sheet 2. **(Listening for content and directions)**

- Hand out Job Sheet 3, "Operate a Fire Extinguisher." Read with students the introduction to the job sheet. Answer any student questions and have students complete Job Sheet 3 on an appropriate day and in an appropriate safe area. **(Listening for content and directions)**

Objective 16 Select from a list management's responsibilities in preparing for emergency evacuation. **Objective 17** List in order general steps for handling any emergency situation.

- Read with students the information presented in these two objectives in the information sheet. Emphasize management's role in preparing a plan and the employee's role in knowing and practicing the plan well enough that he or she can follow it instinctively. **(Listening for content; adapting to the organization's traditional modes of operation; accepting responsibility for others)**

Suggested Activities

- Hand out Teacher Supplement 2, "Compile a List of Emergency Telephone Numbers in Your Area," and Teacher Supplement 3, "Tornado Tips and Sample Guest Warning Notice," to use in illustrating your discussion. Have students complete the phone-number list presented in Teacher Supplement 2, or request that students bring to class samples of emergency procedures posted in the businesses in which they work. **(Listening for content and directions; adapting to the organization's traditional modes of operation)**

Assignment Sheet 3 Analyze scenarios to determine correct workplace safety practices.

- Have students review the information they have studied in Objectives 2 through 17. Then hand out Assignment Sheet 3, which will be a mini test on what they have learned about the safety procedures presented in these objectives. Read the introduction and directions to the assignment, answer any student questions, and have students complete Assignment Sheet 3. Discuss with students possible answers to the scenarios when all have finished the assignment. **(Listening for content and directions; communicating a thought or idea in a clear, concise manner)**

Objective 18 Describe basic first-aid procedures for various emergency situations.

- The information presented in this objective of the information sheet is **not** meant as a first-aid course, but only as a quick review of the types of emergency situations an employee is likely to encounter in the hospitality and tourism industry. The actual first-aid procedures should be taught by a certified first-aid instructor. If you are not a certified instructor, you should arrange for one to teach this section of the unit.

- Arrange for the following videos to be shown with the appropriate portions of this objective.

Suggested Activities

R.E.A.C.T. Series:

- — *First Aid for Injuries to Bones, Muscles, and Joints*
- — *Mouth-to-Mouth Breathing*
- — *Respiratory Emergencies*
- — *Care for a Choking Victim Who Is Unconscious*

- Hand out Student Supplement 6, "General Directions for Giving First Aid," and Student Supplement 7, "The Heimlich Maneuver—First Aid for Choking." Review in class the information presented in these supplements and demonstrate—or have a certified first-aid instructor demonstrate—the Heimlich maneuver for an adult. **(Listening for content)**
- Hand out Job Sheet 4, "Demonstrate the Heimlich Maneuver for an Adult Choking Victim." Read the introduction to the job sheet and answer any student questions. Have students complete Job Sheet 4. **(Listening for content and direction)**
- Have students review the materials presented in Objective 18, Student Supplement 6, Student Supplement 7, and Job Sheet 4, then hand out Assignment Sheet 4, "Determine Basic First-Aid Measures for Emergency Situations," which will be a mini test of the first-aid procedures students have learned in this unit. Read the introduction and directions to the assignment, answer any student questions, and have students complete Assignment Sheet 4. Discuss with students possible answers to the scenarios when all have finished the assignment. **(Listening for content and directions; communicating a thought or idea in a clear, concise manner)**

Evaluation

- Evaluate assignment sheets. See the evaluation criteria listed at the top of each assignment sheet as well as the component Answers to Assignment Sheets.
- Evaluate job sheets.

Suggested Activities

When the student is ready to perform a specific task, obtain a copy of the job sheet, which may be found in either the teacher edition or student edition. Then observe the student performing the procedure.

Process evaluation—Place a mark in the box to the left of each designated checkpoint if the student has satisfactorily achieved the step(s) for each checkpoint area. If the student is unable to correctly complete the procedure, have the student review the materials and try again.

Product evaluation—Once the student has satisfactorily completed the procedure, rate the student product (outcome) using the criteria provided as part of the job sheet. If the student's product is unacceptable, have the student review the materials and submit another product for evaluation.

Sample performance evaluation keys have been provided below. Many other keys are available. Select one rating (grading scale) that best fits your program needs.

Option A

4 — Skilled—Can perform job with no additional training.
3 — Moderately skilled—Has performed job during training program; limited additional training may be required.
2 — Limited skill—Has performed job during training program; additional training is required to develop skill.
1 — Unskilled—Is familiar with process, but is unable to perform job.

Option B

Yes—Can perform job with no additional training.

No—Is unable to perform job satisfactorily.

- Give and evaluate written test. See the component Answers to Written Test.
- Compile written-test, assignment-sheet, and job-sheet scores on the Unit Evaluation Form.
- Reteach and retest as required.

Suggested Activities

Suggested resources

Resources used in developing this unit

Print media

- *Surviving Hotel Fires*. Chicago: National Safety Council, 1990.
- *Fire Service First Responder*, 1st ed. Stillwater, Oklahoma: International Fire Service Training Association/Fire Protection Publications, 1987.
- *MSDS Pocket Dictionary*. Schenectady, New York: Genium Publishing Corporation, 1989.
- *Individualized Cooperative Education*. Stillwater, Oklahoma: Oklahoma Department of Vocational and Technical Education/Curriculum and Instructional Materials Center, 1990.

Suggested supplemental resources

Nonprint media

- The R.E.A.C.T. series of first-aid and safety color videos is an MTI release produced by Charles S. MacCrone Productions, Inc., but is available in ½-inch VHS format from Coronet Films, 65 E. South Water Street, Chicago, Illinois 60601; phone 1-800-621-2131. Titles in this series are listed and described below.

  Oklahoma teachers may order this series of videos from the Instructional Media Center of the Oklahoma Department of Vocational and Technical Education. All other teachers must order the videos from the address above.

  — *Accident Prevention and Safety*, 13 min., copyright 1984.

  In this video, a machine-shop foreman and a worker review the machine safety precautions. Home safety hints for accident prevent are also outlined.

  — *Care for a Choking Victim Who Is Unconscious*, 8 min., copyright 1984.

  In this video, a rescuer treats an unconscious victim in a park.

Suggested Activities

  - *First Aid for Injuries to Bones, Muscles, and Joints*, 10 min., copyright 1984.

    This program demonstrates how to care for dislocations, fractures, sprains, and strains.

  - *Mouth-to-Mouth Breathing*, 11 min., copyright 1984.

    In this program, rescuers demonstrate the mouth-to-mouth breathing techniques in a variety of situations including the case of a woman who collapses on a tennis court.

  - *Respiratory Emergencies*, 13 min., copyright 1984.

    This program dramatizes what to do when breathing is stopped or impaired and explains the causes of respiratory failure. It also shows artificial respiration techniques and first aid for swallowed objects and choking.

- *Slips, Trips, and Falls*, ½" VHS, color, 10 min., copyright 1983, Cornet Films, produced by Film Communicators.

  Oklahoma teachers may order this video from the Instructional Media Center of the Oklahoma Department of Vocational and Technical Education. All other teachers must order the video from the address for Coronet films, which is listed above with the R.E.A.C.T. series.

  This video presents a humorous safety program narrated with Irish humor by Murphy, creator of "Murphy's Law"—which states that if anything can go wrong, it will.

Basic Workplace Safety and First-Aid Skills
Unit 3

Answers to Assignment Sheets

Assignment Sheet 1—Student performance should be evaluated according to the criteria listed on the assignment sheet. Content of each item in the exercise may be evaluated using the following suggestions as guides.

MSDS 1—Vani-Sol®

1. It is corrosive
2. Cleaning toilet bowls and urinals
3. White, opaque liquid
4. Four
5. Hydrochloric acid
6. 200°F
7. Irritated nose, throat, and upper respiratory tract
8. Irritant
9. Corrosive to eyes; may cause permanent eye injury
10. Causes severe irritation to the mouth, throat, and gastrointestinal tract; may be fatal
11. No
12. Bleach and alkalis
13. No
14. Eye protection, rubber gloves
15. In original container in areas inaccessible to children; securely closed and away from heat or open flame; in a well-ventilated area away from food and feed

MSDS 2—Wex-Cide®

1. As a germicidal cleaner and disinfectant
2. Two
3. Clear, transparent liquid
4. Citrus
5. No
6. Strong alkalis
7. Eye damage; harmful if swallowed
8. Have victim drink a large quantity of egg whites, gelatin solution, or if neither is available, a large quantity of water
9. Irritation of the eyes, skin, and respiratory tract
10. Picked up with a wet vacuum, squeegee and pan, or mop; area should be flushed with water and allowed to dry
11. Wear goggles or a face shield and rubber gloves when handling concentrate
12. In closed container at room temperature

Answers to Assignment Sheets

MSDS 3—Gel Graffiti®

1. An engine degreaser
2. Ethanol
3. Opaque white gel
4. 77
5. Carbon dioxide and foam
6. Container may rupture
7. 50 ppm
8. Yes. Chlorinated hydrocarbon has produced cancer in animal studies
9. Inhalation
10. Headaches, dizziness, irritation, burning eyes, nausea, asphyxia, and possible chemical pneumonitis if aspirated into lungs
11. The victim should NOT be induced to vomit
12. Heat, sparks, welding arc, open flames
13. Strong oxidizing agents
14. Incinerate or landfill according to state, local, or federal regulations; should not be flushed to sewer
15. Safety glasses, neoprene gloves, and adequate ventilation
16. Wash with soap and water before handling food

MSDS 4—Carousel®

1. Waxing and finishing floors
2. Ethylene glycol
3. A milky liquid with a bland odor
4. Possible eye irritation and nausea if ingested
5. Give victim milk or water to drink
6. Disinfectants and detergents
7. Wet vacuum, rinse, and vacuum again
8. In an approved landfill, following local regulations
9. None
10. Adequate ventilation; do not freeze; do not store at temperatures over 120°F; keep out of reach of children

MSDS 5—Super Gold®

1. Finishing and stripping floors
2. 2-butoxyethanol, potassium hydroxide, monoethanolamine
3. Skin tests on pigs and rabbits; oral tests on rats
4. Free-flowing, clear, gold-colored liquid
5. Contact with strong acids
6. Severe irritation of eyes and skin
7. Yes, in small dilute quantities
8. When handling concentrate
9. Indoors at temperatures between 40°F and 110°F

Answers to Assignment Sheets

Assignment Sheet 2—Student performance should be evaluated according to the criteria listed on the assignment sheet. Content of each item in the exercise may be evaluated using the following suggestions as guides.

1. a. 6 d. 1
   b. 2 e. 5
   c. 4 f. 3

2. a. B; red c. D; yellow
   b. A; green d. C; blue

3. a. Pull pin.
   b. Aim nozzle at base of fire.
   c. Squeeze handle.
   d. Sweep nozzle.

Assignment Sheet 3—Student performance should be evaluated according to the criteria listed on the assignment sheet. Content of each item in the exercise may be evaluated using the following suggestions as guides.

1. No. She should always unplug electrical equipment before cleaning or repairing it. Further, she should use the correct tool for the job. Prying in the vacuum with a hairpin was dangerous and foolish. Aside from the possibility of electrical shock, she could have gotten her fingers mangled in the vacuum had she accidentally turned it on.

2. Tim and Elaine should not engage in horseplay on the job. Tim could injure himself, another employee, or a customer when he runs up and down the stairs. Further, his conduct is out of order and could cause complaints.

3. No. Broken glass should not be picked up with bare hands. Jane should have worn gloves and used a broom and dustpan to pick up the larger pieces of glass. If she empties the wastebasket properly (not reaching into it with her hands) the glass has been safely disposed of.

4. Yes. Eldridge should have gotten help in moving such a heavy object.

5. Yes. Alissa should have used the correct equipment for the job—a stepladder. The table should have been moved from in front of the drapes, and the ladder placed close enough to the work area to eliminate her having to stretch to reach the drapery hook.

6. Yes. Andrew should have cleaned up the spill immediately, particularly as it was in such a hazardous location in front of the elevators.

7. Anthony and Joel should not have been engaging in horseplay on the job.

Yes. They should have been fired. They were acting recklessly and endangering not only themselves but others who may have been in the parking lot. They will cost the hotel embarrassment and future business. Further, they were entrusted with a customer's property and recklessly damaged it. They should be made to pay for damages.

8. Tina failed to empty all ashtrays into the metal container.

   Yes. Had anyone in the hotel been injured or killed, Tina could have been charged with reckless endangerment or even manslaughter.

9. Todd and Nancy did not use the correct equipment (skis) for their activity, to say nothing of their using resort property in an inappropriate manner. Their behavior is irresponsible. They were not considering their own safety or that of the resort guests.

   Since this is a first offense, they should at minimum be sentenced to three days without pay, plus they should be made to pay for damage to the trays and doctor's costs for the injured boy.

Assignment Sheet 4—Student performance should be evaluated according to the criteria listed on the assignment sheet. Content of each item in the exercise may be evaluated using the following suggestions as guides.

1. Shut off the electrical current to the vacuum cleaner, and disconnect the plug from the outlet. Notify the management to call 911, informing them of the situation. Administer CPR as necessary and if qualified. Treat for traumatic shock. Locate both entrance and exit wounds and treat as for third-degree burn: cooling with damp compress and then covering with a sterile dressing.

2. The guest is probably suffering from heat stroke. Tell another employee or guest to notify the front desk to call 911 and report a heat-stroke victim. Immediately ask for help and get the guest into the shallow end of the swimming pool. Ask an onlooker or another employee to stand with an umbrella or towel to block the sun from the guest. Keep the guest submerged to the chest or neck, and pour water over the guest's head and face (and chest if not submerged). Fan the guest's upper body to promote evaporation and cooling. Send someone for ice and rub the victim's lower arms and wrists and ankles with the ice.

3. Calm Melissa down by speaking soothingly and explaining what you are going to do and how your first-aid treatment will make her feel better. Scrape the stinger sideways away from the wound. Wash the wound with soap and water. Apply ice to reduce the swelling.

Answers to Assignment Sheets

4. Sandy appears to have a second-degree burn. Have another employee call 911, or drive Sandy to the hospital yourself after applying basic first aid: cool the burn with a damp compress—taking care not to break blisters—and then cover with a dry, sterile dressing to prevent infection. Treat for traumatic shock as necessary.

5. Apply the Heimlich maneuver.

6. Lay the victim down, elevate her feet, cover with a blanket (or a large, dry beach towel if one is handy). Press a clean (preferably white) towel firmly to the wound. Ask an onlooker or another employee to notify management to call 911.

7. Help the guest to a less painful position. Loosen the guest's clothing around the neck and midriff. Have someone call 911 to report a heart-attack victim. Apply CPR if you are qualified or find someone who can apply CPR. Notify management.

8. Calm the child by talking soothingly and explaining what you are doing. Tell her to keep her arm and hand elevated at shoulder level. Apply ice to reduce the swelling. Ask her father if he would like you to provide transportation to a doctor or the hospital.

9. It appears that the employee has severed an artery because of the pumping blood flow. When an artery is severed, a person can bleed to death in minutes. Immediately apply a pressure dressing to the wound, pressing firmly and using a tee shirt, towel, or any other clean material. Have an onlooker or another employee call 911, or maintain the pressure dressing and transport the victim to a hospital immediately.

10. Have an onlooker or another employee call 911. Treat for traumatic shock, but do not try to elevate her legs if you suspect a fracture. Cover the woman with a blanket, and make her as comfortable as possible while you await medical help.

Basic Workplace Safety and First-Aid Skills
Unit 3

Answers to Written Test

1.

a.	9	i.	2	q.	17
b.	3	j.	4	r.	18
c.	7	k.	11	s.	19
d.	1	l.	13	t.	16
e.	6	m.	20	u.	15
f.	5	n.	22	v.	21
g.	8	o.	14		
h.	10	p.	12		

2. **Customers who feel safe and secure—**

   a. Are likely to come back again.
   b. Are likely to recommend your business to others.

   Employees who feel safe and secure—

   a. Enjoy their jobs.
   b. Are loyal to their employers and stay with their jobs.
   c. Work hard and take pride in the quality of their work.
   d. Lose few days of work.
   e. Feel proud of themselves and their employer.

3.

a.	2	f.	3
b.	3	g.	1
c.	1	h.	4
d.	4	i.	3
e.	2	j.	3

4.

a.	3	d.	2
b.	1	e.	2
c.	4		

5. Descriptions should include the following.

   a. By mouth
   b. Through the skin
   c. By breathing in gases, vapors, fumes, and other forms of a material

Answers to Written Test

6. Answer should include any four of the following sanitation guidelines and any four of the following personal-hygiene guidelines.

   Sanitation

   - Do not come to work sick.
   - Always wash hands with soap and water after using the bathroom, handling money, coughing, blowing your nose, or using a cleaning or exterminating product.
   - Use a tissue to blow your nose, and dispose of the tissue promptly and properly.
   - When coughing, cover your mouth with a tissue or your hand.
   - Wear rubber gloves when performing cleaning duties—particularly when cleaning rooms and emptying wastebaskets.
   - Use only approved cleaning and sanitizing products, and *never* mix cleaning products.
   - Store all cleaning, sanitizing, and exterminating products in a separate, locked storage area.

   Personal hygiene

   - Bathe or shower daily.
   - Use deodorant.
   - Keep hair clean, styled, and free of dandruff.
   - See a doctor or dermatologist for advice on skin problems.
   - Brush and floss teeth regularly.
   - Keep nails clean and neatly trimmed.
   - Wear freshly laundered clothing and underwear.

7. a. Know the correct *emergency telephone numbers* in your area; be sure that they are posted near the telephone.
   c. Conduct yourself in a safe manner; *do not participate in horseplay on the job*.
   g. Use and store potentially hazardous materials and products strictly according to the *label* instructions and cautions.
   j. Report hazards to *your supervisor*.

8. a. Pull back long hair or wear *a hair net*.
   c. Remove *dangling* jewelry that could drop into food or get caught in equipment.

Answers to Written Test

9.
a. 2
b. 4
c. 2
d. 3
e. 1
f. 4
g. 2
h. 2
i. 4
j. 3
k. 4
l. 1
m. 1
n. 4
o. 3
p. 3
q. 2
r. 2
s. 1
t. 1
u. 4

10. Answer should include any five of the following.

- Wipe up spills immediately.
- Post warning signs when floors are wet.
- Use handrails on stairs.
- Report any tripping hazard.
- Do not leave equipment, materials, or other obstacles in hallways, on stairs or landings, before doors and exits, or in any other area where people may trip over them.
- Do not stretch extension cords across traffic areas.
- Use a ladder instead of a chair or box to reach high objects or areas.

11.
a. 2
b. 3
c. 2
d. 1
e. 4
f. 2
g. 3
h. 1
i. 3
j. 3
k. 1
l. 2
m. 1
n. 4
o. 2
p. 1

12.
a. 1
b. 2
c. 4
d. 1
e. 3
f. 1
g. 2
h. 4

13.
a. Be sure that an electrical outlet is grounded before plugging in a cord.
b. Report all defective equipment and worn or frayed electrical cords.
c. Avoid using extension cords and overloading outlets.
d. Do not handle electrical equipment with wet hands, and avoid using electrical equipment near water.
e. Unplug electrical equipment before cleaning or repairing.

Answers to Written Test

14. Answer should include any six of the following.

    - Do not let trash accumulate in storage areas.
    - Store flammable and combustible materials in approved containers and cabinets.
    - Smoke only on designated breaks and in designated areas.
    - Keep fire doors closed, unlocked, and unblocked.
    - Keep laundry and trash chutes closed.
    - Learn the locations of fire extinguishers, fire alarms, and exits.
    - Do not block aisles or access to fire alarms, extinguishers, or exits.
    - Notify the management *immediately* if fire—no matter how small—is detected.
    - Know how to use fire extinguishers.

15. b, d, h

16. a, b, d, f

17. a. Determine the type of emergency.
    b. Notify the appropriate medical or law-enforcement authority.
    c. Notify the management.
    d. Provide basic first aid, or seek assistance from other employees until proper authorities arrive.

18. **Bleeding**

    a. Apply pressure dressing or manual pressure to wound.
    b. Apply antiseptic solution and dress with sterile bandages.

    Burns

    a. Cool with a damp compress and then cover with a dry, sterile dressing; cover victim with a blanket to prevent loss of body heat.
    b. Cool with a damp compress—taking care not to break blisters—and then cover with a dry, sterile dressing to prevent infection.
    c. Hold under cold water; apply dry, sterile dressing.
    d. Flush skin thoroughly with clean water.
    e. Locate both the entrance and exit burns, and treat as for a third-degree burn.

Answers to Written Test

Traumatic shock

a. Recognize the signs and symptoms of traumatic shock:

Early stages—Pale or bluish skin that is cool to the touch; moist, clammy skin if perspiration has occurred; general weakness; rapid, weak pulse; rapid, shallow, possibly irregular breathing; restlessness or anxiety; vomiting or nausea; excessive thirst.

Late stages—An attitude of not caring; unresponsiveness; sunken eyes with dilated pupils; spotty or mottled appearance of skin; bluish color to lips and nailbeds; low body temperature; cool, clammy skin; loss of consciousness leading to death if untreated.

b. Lay victim down.
c. Elevate victim's legs slightly.
d. Cover to prevent loss of body heat.

Falls

a. Lay victim flat; control bleeding.
b. Check for injury and provide first aid as appropriate; do not move the victim—or allow the victim to move—if a neck or back injury is suspected.

Choking

a. Recognize the signs and symptoms of choking: victim clutches throat, victim has trouble speaking or breathing, skin turns pale or bluish, victim loses consciousness.
b. Perform the Heimlich maneuver.

Heart attack

a. Recognize the signs and symptoms of heart attack: chest pain that may radiate to the arms, neck, jaw, and upper back; profuse sweating and chills; nausea and vomiting; difficulty and pain in breathing; weakness; apprehension.
b. Help the victim to a less painful position.
c. Loosen the victim's clothing around the neck and midriff.
d. Apply CPR if required and you are qualified.

Electrical accident

a. Do **not** provide any medical assistance until all electrical current has been shut off.
b. Administer CPR if necessary.
c. Treat for traumatic shock.
d. Treat for electrical burn.

Answers to Written Test

Heat exhaustion

a. Recognize the signs and symptoms of heat exhaustion: profuse perspiration; pale, clammy skin; rapid, weak pulse; rapid, shallow breathing.
b. Immediately move victim to a cool place.
c. Lay victim flat.
d. Elevate victim's feet slightly.
e. Remove as much of victim's clothes as possible.
f. Sponge victim with cool water.

Heat stroke

a. Recognize the signs and symptoms of heat stroke: little or no perspiration; hot, flushed skin; rapid, weak pulse; rapid, shallow breathing.
b. Move victim to a cool location.
c. Cool victim as quickly as possible.
d. Rub ice on victim's extremities.

Bee stings

a. Scrape stinger sideways away from wound; wash the wound with soap and water; apply ice to reduce swelling.
b. If possible, immediately transport the victim to a hospital or doctor's office; if transportation is not immediately available, lay the victim down or help the victim to a position in which he or she can breathe more easily; elevate the victim's legs if possible; while waiting for emergency help, remove the stinger and perform first-aid actions for an ordinary sting.

Seizure

a. Help the victim lie on the ground or floor if possible.
b. Do not try to restrain the victim.
c. Clear the area of hard or dangerous objects to protect the victim from self-injury.
d. Remove the victim's eyeglasses, if applicable, and loosen clothing in the head and neck area.
e. Turn the victim to the side to allow saliva to drain from the mouth.
f. Transport the victim to a hospital or doctor's office after the seizure has passed.

Basic Workplace Safety and First-Aid Skills
Unit 3

Written Test

Name ______________________________ Score ______________

1. Match to their correct definitions terms associated with workplace safety and first aid. Write the numbers on the blanks provided. Terms and definitions continue on the next page.

______a. Potential source of danger

______b. Failure to think before one acts; failure to pay attention

______c. Burn affecting only the outer skin layers; characterized by redness and pain

______d. Suddenly occurring, unintentional event that causes injury or property damage

______e. Freedom from danger, risk, or injury

______f. Form that lists and explains each of the hazardous materials that an employee works with so that the employee can safely use the material and respond to emergency situations

______g. Burn that destroys all skin layers and underlying tissue; characterized by white, leathery appearance and lack of pain

______h. Procedure for forcing a foreign object from the windpipe of a choking victim

______i. Procedure for restoring normal breathing after cardiac arrest

______j. Capable of bursting into flames at temperatures below 100°F

______k. Capable of being easily ignited and burning quickly at temperatures below 100°F

1. Accident
2. Cardiopulmonary resuscitation
3. Carelessness
4. Combustible
5. Material safety data sheet
6. Safety
7. First-degree burn
8. Third-degree burn
9. Hazard
10. Heimlich maneuver
11. Flammable

Written Test

______l. Conditions or practices of cleanliness conducive to health

______m. Number of persons hired within a period to replace those leaving or dropped from the workforce

______n. Severe and sometimes fatal reaction to an antigen (as bee venom); characterized by respiratory symptoms, fainting, and itching

______o. Organized withdrawal of people from a facility to protect them from the hazards of an emergency

______p. Any cancer-causing, corrosive, toxic, irritant, sensitizer, or material that has or has the potential for damaging effects on specific body organs

______q. Process of keeping something clean or free from disease-producing organisms

______r. Burn penetrating beneath the superficial skin layers; characterized by swelling and blisters

______s. To apply pressure to the bottom of a straight or extension ladder to prevent it from slipping or sliding sideways while in use

______t. Immediate temporary care given the victim of an accident or sudden illness until the services of a physician can be obtained

______u. Federal legislation designed to ensure safe and healthful working conditions for employees

______v. Electrical connection to an object that conducts electrical current to the earth

12. Hazardous material
13. Hygiene
14. Emergency evacuation
15. Occupational Safety and Health Act
16. First aid
17. Sanitation
18. Second-degree burn
19. Heel
20. Turnover
21. Grounded
22. Anaphylactic shock

Written Test

2. List reasons why safety in the hospitality and tourism workplace is every employee's responsibility. Write your answers on the blanks provided under each of the following items.

Customers who feel safe and secure—

a. ______________________________

b. ______________________________

Employees who feel safe and secure—

a. ______________________________

b. ______________________________

c. ______________________________

d. ______________________________

e. ______________________________

3. Select words to complete facts about OSHA's role in workplace health and safety. Write the correct number on the blank provided before each of the items below.

______a. OSHA became federal law on April 28, ______.

1. 1961
2. 1971
3. 1984
4. 1974

______b. OSHA operates under the U.S. Department of ______.

1. Health
2. Commerce
3. Labor
4. Human Services

______c. OSHA sets ______ major requirements for employers.

1. two
2. three
3. four
4. five

Written Test

______d. OSHA requires each employer to furnish a place of employment that is free from recognized hazards that are causing or are likely to cause ______.

1. illness
2. allergic reactions
3. communicable diseases
4. death or serious injury

______e. OSHA requires that employers ______ the occupational safety and health standards contained within the OSHA regulations.

1. list
2. comply with
3. legalize
4. provide each employee with

______f. OSHA requires employees to comply with occupational safety and health standards and all rules, regulations, and orders pursuant to OSHA regulations that are applicable to the employee's own ______.

1. age
2. job description
3. actions and conduct
4. health and hygiene

______g. OSHA requires that employers ______ occupational injuries and illnesses of their employees.

1. keep records of
2. prevent all
3. provide insurance for all
4. list with the National Center for Disease Control all

______h. OSHA requires that employers keep ______ all hazardous substances used by employees.

1. in a locked cupboard
2. to a minimum
3. contact reports on
4. material safety data sheets on

Written Test

______i. OSHA often sets only ______ standards and requirements.

1. the strictest maximum
2. general
3. minimum
4. suggested

______j. OSHA provides for federal OSHA officers who visit facilities and ______.

1. arrest employers who are in noncompliance
2. fire employers/employees who are in noncompliance
3. levy penalties for noncompliance
4. train employees who are in noncompliance

4. Select words to complete purposes of a material safety data sheet. Write the correct number on the blank provided before each item below.

______a. To inform ______ of the material's physical properties or fast-acting health effects that make it dangerous to handle

1. OSHA
2. the management
3. the user
4. the health department

______b. To tell the user the level of ______ needed

1. protective gear
2. medical care
3. hygiene
4. management

______c. To tell the user the ______ necessary if exposed to the product or its hazards

1. preplanning
2. OSHA regulations
3. legal actions
4. first-aid treatment

Written Test

______d. To tell the management and the user the ______ needed for safely handling spills, fires, and day-to-day operations

1. legal actions
2. preplanning
3. equipment and materials
4. personnel resources

______e. To tell the user how to ______ accidents

1. report
2. respond to
3. prevent
4. record

5. Describe ways hazardous materials can enter the body. Write your answers on the blanks provided beside each of the following terms.

a. Ingestion—____

____

b. Absorption—____

____

c. Inhalation—____

____

6. List four general guidelines for workplace sanitation and four general guidelines for personal hygiene. Write your answers on the blanks provided under each item below.

Sanitation

a. ____

b. ____

c. ____

d. ____

Written Test

Personal hygiene

a. ____

b. ____

c. ____

d. ____

7. Correct false statements about general job-safety rules. Write an "F" on the blank before each false statement, then correct each false statement on the lines provided.

______a. Know the correct area code for your area; make sure that it is posted near the telephone.

____

____

______b. Be alert for dangers and hazards.

____

____

______c. Conduct yourself in a safe manner; participate in horseplay only in "employee" areas.

____

____

______d. Be familiar with the location of fire-fighting and first-aid equipment.

____

____

______e. Use the right tool or equipment for the job, and use it properly.

____

____

Written Test

______f. Wear appropriate clothing and protective equipment.

______g. Use and store potentially hazardous materials and products strictly according to MSDS instructions and cautions.

______h. Do not come to work sick.

______i. Follow all safety guidelines set by the management.

______j. Report hazards to your co-workers.

______k. Think safety and security for yourself, your co-workers, and your customers.

Written Test

8. Correct false statements about guidelines for dressing safely on the job. Write an "F" on the blank before each false statement, then correct each false statement on the lines provided.

______a. Pull back long hair or wear hair spray or a hat.

____

____

______b. Wear well-fitting, comfortable shoes, and tie laced shoes securely.

____

____

______c. Remove expensive jewelry that could drop into food or get caught in equipment.

____

____

______d. Wear well-fitting clothing—not clothing that is too tight or loose.

____

____

______e. Wear protective clothing as appropriate.

____

____

9. Select words to complete guidelines for lifting and moving items safely. Write the correct number on the blank provided before each item below.

Before lifting

______a. Inspect the item to be lifted for ______, and grease or other slippery surfaces.

1. wrapping, handholds
2. jagged edges, splinters
3. size, weight
4. obstacles, wrapping

Written Test

______b. Wear ______ for protection, and make sure that they fit correctly.

1. steel-toed shoes
2. safety goggles
3. ankle supports
4. gloves

______c. Wear ______ support.

1. abdominal
2. lower-back
3. neck
4. shoulder

______d. Plan your ______ before you lift.

1. strategy
2. tactics
3. route
4. position

______e. Clear any ______ from your path.

1. obstacles
2. guests
3. employees
4. floor coverings

______f. Assess the ______ of the load.

1. area
2. circumference
3. square footage
4. weight

______g. ______ to lift heavy loads.

1. Use your back
2. Get help
3. Call a professional
4. Use a pry bar

Written Test

______h. Use a ______ to move very heavy, large, or awkward loads that cannot (or should not) be lifted by two people.

1. ramp
2. dolly
3. laundry cart
4. bus cart

Lifting

______i. Place your ______ as close to the load as possible.

1. head
2. shoulders
3. hip
4. feet

______j. Bend your knees, keeping your ______ straight and your chin tucked in.

1. leg muscles
2. arms and shoulders
3. back and neck
4. feet

______k. Grasp the load ______ with your fingers and hands.

1. loosely
2. at the top
3. at the bottom
4. firmly

______l. Draw your ______ in close to your body.

1. arms
2. knees
3. feet
4. buttocks

______m. Stand slowly and lift smoothly, using your ______.

1. legs
2. shoulders
3. back
4. knees

Written Test

Carrying

______n. Hold the item ______.

1. at least 1 foot from waist
2. at knee level
3. at shoulder level
4. close to your body

______o. Do not allow the load to ______.

1. touch your chest
2. rest on your shoulder
3. block your vision
4. shift toward your body

______p. Do not ______ or twist your body to change direction.

1. set the load down
2. turn your head
3. change your grip
4. adjust your footing

______q. Learn the ______.

1. hip carry
2. shoulder carry
3. knee support carry
4. head carry

Setting the load down

______r. Bend your ______.

1. arms
2. knees
3. back
4. head

______s. Keep your ______ straight and aligned.

1. back and neck
2. knees and legs
3. arms and elbows
4. chin and head

Written Test

______t. Place the load carefully on the floor or shelf, taking care not to set it ______.

1. on your fingers or feet
2. on an even surface
3. toward the back of the receiving surface
4. squarely on the receiving surface

______u. Be sure the load is ______.

1. properly wrapped
2. closed
3. tied properly
4. secure

10. List five guidelines for preventing slips, trips, and falls. Write your answers on the blanks provided below.

a. ____

b. ____

c. ____

d. ____

e. ____

11. Select words to complete rules for using ladders safely. Write the correct number on the blank provided before each item below.

______a. Make sure that the ladder has non-skid safety ______.

1. hooks
2. shoes
3. rungs
4. beams

______b. Inspect the ladder before use for worn safety shoes, broken or loose ______, or other defects.

1. paint
2. screws
3. rungs/steps
4. truss blocks

Written Test

______c. Inspect the ladder rungs/steps and siderails for ______ before you climb.

1. chipped or worn paint
2. oil or other slippery materials
3. levelness and construction
4. non-skid surfaces and dirt

______d. Be sure that ladders—particularly ______ ladders—are clear of electrical hazards.

1. metal
2. wood
3. fiberglass
4. composition

______e. Locate the ladder away from doors or other openings that are not ______.

1. open
2. closed
3. outswinging
4. blocked or guarded

______f. Place the ladder feet on a ______, non-skid surface.

1. perpendicular
2. level
3. smooth
4. vertical

______g. Place the ladder at a safe angle to the work: at least ______ from the wall for each ______ of height.

1. 6 inches; 1 foot
2. 2 feet; 10 feet
3. 1 foot; 4 feet
4. 8 inches; 3 feet

______h. Use ______ to secure sections of extension ladders.

1. rung locks
2. a screwdriver
3. properly knotted rope
4. vise-grip pliers

Written Test

______i. Place the top of extension and straight ladders at least ______ rungs above the work.

1. one
2. two
3. three
4. four

______j. Get a helper to ______ straight or extension ladders.

1. toe
2. foot
3. heel
4. boot

______k. ______ the ladder when climbing up and down.

1. Face
2. Keep your back to
3. Skip rungs of
4. Hug

______l. Never stand on the ______ rung/step.

1. lowest
2. top
3. center of the
4. edges of the

______m. Do not ______ while on the ladder; descend the ladder and reposition it instead.

1. overextend your reach
2. reach above your head
3. work to the right
4. work to the left

______n. Allow only ______ on the ladder at a time.

1. four persons
2. three persons
3. two persons
4. one person

Written Test

______o. Do not use ladders for ______.

1. cleaning windows
2. makeshift scaffolds
3. emergency exits
4. cleaning electrical fixtures

______p. Store ladders ______ when not in use.

1. securely
2. off the ground
3. in vertical position
4. on their sides

12. Select words to complete general guidelines for safety in a kitchen/break area. Write the correct number on the blank provided before each item below.

______a. Wear ______ when washing dishes.

1. rubber gloves
2. an apron
3. rubber-soled shoes
4. a hair net

______b. Inspect glasses, dishes, and cups for ______.

1. food particles
2. chips and cracks
3. soap residue
4. grease

______c. Wear gloves and use a broom and dustpan or ______ to pick up splinters of glass.

1. your hand
2. wet mop
3. wet finger
4. damp towel

______d. Discard damaged dishware in ______.

1. a proper container
2. the garbage disposal
3. the trash container
4. the garbage can

Written Test

______e. Use a ______ for putting ice in buckets or glasses.

1. drinking glass
2. coffee cup
3. metal or plastic scoop
4. paper cup

______f. Use ______ with great care and according to house policy and manufacturer's directions.

1. cutting equipment (grinders, slicers, knives)
2. cooking pans (roasters, pots, pans)
3. baking dishes (pie plates, pans, molds)
4. cooking utensils (forks, spoons, spatulas)

______g. Avoid ______.

1. electrical equipment
2. burn injuries
3. overusing appliances
4. overheating foods

______h. Clean up ______ immediately.

1. counter tops
2. dishes and utensils
3. appliances
4. spills

13. List guidelines for preventing electrical shock. Write your answers on the blanks provided.

a. ____

b. ____

c. ____

d. ____

e. ____

Written Test

14. List six guidelines for preventing fire and fire spread. Write your answers on the blanks provided.

    a. ____

    b. ____

    c. ____

    d. ____

    e. ____

    f. ____

15. Select from the following list general evacuation procedures to take in case of fire. Write an "X" on the blank before each correct procedure.

    ______a. Report the fire in person to the management, who will call the fire department.

    ______b. Close the door to the fire area.

    ______c. Use an extinguisher only if the fire is very small and smoky.

    ______d. Alert customers and show them to the nearest escape route.

    ______e. Put a towel (preferably wet) over your face and nose and try to keep your head above the smoke.

    ______f. Stay close to the center of the hall as you exit to a stairway.

    ______g. Always use the elevator rather than the stairs if the choice exists.

    ______h. If you encounter smoke, find another exit, return to the beginning location, or—if you must—go up to the roof and close the door—but keep it from locking.

16. Select from the following list management's responsibilities in preparing for emergency evacuation. Write an "X" on the blank before each correct responsibility.

    ______a. Have a predetermined plan for evacuation.

    ______b. Practice the plan periodically, and modify as necessary.

    ______c. Assign all customers designated duties concerning escape routes and methods.

Written Test

______d. Assign team leaders to direct the evacuation and to account for all employees and customers.

______e. Designate a safe area in the building for employees to meet.

______f. Make sure that all exits are clearly marked and free of clutter that could hamper the evacuation process.

______g. Stress the importance of speed and the need to yell over the confusion.

17. List in order the general steps for handling any emergency situation. Write your answers on the blanks provided below.

a. Step 1: ____________________

b. Step 2: ____________________

c. Step 3: ____________________

d. Step 4: ____________________

18. Describe basic first-aid procedures for various emergency situations. Write your answers on the blanks provided with each item below.

Bleeding

a. Severe—____________________

____

b. Minor—____________________

____

Burns

a. Third-degree—____________________

____

b. Second-degree—____________________

____

Written Test

c. First-degree—____

____

d. Chemical—____

____

e. Electrical—____

____

Traumatic shock

a. ____

____

____

____

____

____

____

____

b. ____

c. ____

d. ____

Falls

a. Head injury—____

____

b. Less severe falls—____

____

Written Test

Choking

a. ______________________________

____

b. ______________________________

____

Heart attack

a. ______________________________

____

____

b. ______________________________

c. ______________________________

d. ______________________________

Electrical accident

a. ______________________________

b. ______________________________

c. ______________________________

d. ______________________________

Heat exhaustion

a. ______________________________

b. ______________________________

c. ______________________________

d. ______________________________

e. ______________________________

f. ______________________________

Written Test

Heat stroke

a. ______________________________

b. ______________________________

c. ______________________________

d. ______________________________

Bee stings

a. Ordinary reaction—______________________________

____

____

b. Allergic reaction—______________________________

____

____

____

____

Seizure

a. ______________________________

b. ______________________________

c. ______________________________

d. ______________________________

e. ______________________________

f. ______________________________

Permission to duplicate this test is granted.

Basic Workplace Safety and First-Aid Skills
Unit 3

Unit Evaluation Form

Student name ______________________________ Unit rating __________

Assignment-sheet ratings

Assignment Sheet 1—Interpret Material Safety Data Sheets Rating _____

Comments: ____

____

____

Assignment Sheet 2—Interpret Portable Fire-Extinguisher Symbols Rating _____

Comments: ____

____

____

Assignment Sheet 3—Analyze Scenarios to Determine Correct Workplace Safety Practices Rating _____

Comments: ____

____

____

Assignment Sheet 4—Determine Basic First-Aid Measures for Emergency Situations Rating _____

Comments: ____

____

____

Unit Evaluation Form

Job-sheet ratings

Job Sheet 1—Lift a Heavy Object Properly Rating ______

Comments: ______

Job Sheet 2—Place and Climb a Ladder Safely Rating ______

Comments: ______

Job Sheet 3—Operate a Fire Extinguisher Rating ______

Comments: ______

Job Sheet 4—Demonstrate the Heimlich Maneuver for an Adult Choking Victim Rating ______

Comments: ______

Written-test scores

Pretest ______ Posttest ______ Other ______

Comments: ______

Teacher signature ______ Date ______

Student signature ______ Date ______

Permission to duplicate this form is granted.

Basic Workplace Safety and First-Aid Skills
Unit 3

Teacher Supplement 1—Analyze Your Personal Hygiene and Grooming Habits

Directions: Check the column that best describes your hygiene and personal grooming habits. Look objectively at yourself, and try to answer each question honestly. This exercise will not be scored or seen by anyone but you. It is designed to make you aware of your own hygiene and grooming strong points and weaknesses. It also allows you to compare your habits to those considered necessary for good hygiene and personal grooming.

When you have completed the survey, evaluate your responses using the chart provided.

	Usually	Sometimes	Never
Do you . . .			
Diet and health			
• Eat a well-balanced diet?	☐	☐	☐
• Drink plenty of liquids?	☐	☐	☐
• Control your weight?	☐	☐	☐
• Get plenty of sleep at regular hours?	☐	☐	☐
• Get enough physical exercise and fresh air?	☐	☐	☐
• Have a regular physical checkup?	☐	☐	☐
• Refrain from smoking or chewing tobacco?	☐	☐	☐
• Refrain from drinking alcoholic beverages?	☐	☐	☐
• Refrain from taking or using nonprescription drugs?	☐	☐	☐
• Practice good posture?	☐	☐	☐
• Smile frequently, easily, and naturally?	☐	☐	☐
Teeth			
• Have regular dental checkups?	☐	☐	☐
• Brush your teeth at least twice a day?	☐	☐	☐

Teacher Supplement 1

Do you . . .

	Usually	Sometimes	Never
• Brush your teeth with the correct strokes?	☐	☐	☐
• Use dental floss?	☐	☐	☐
• Use a mouthwash?	☐	☐	☐

Hair, face, and nails

	Usually	Sometimes	Never
• Wash your hair as needed to keep it clean and shiny?	☐	☐	☐
• Use a soap and shampoo appropriate for your skin and hair type?	☐	☐	☐
• Keep your hair free of dandruff?	☐	☐	☐
• Keep your hair neatly styled and off your face?	☐	☐	☐
• Refrain from playing with your hair?	☐	☐	☐
• Keep your hairbrushes, combs, and hair picks clean?	☐	☐	☐
• Keep your hands away from your face and any blemishes?	☐	☐	☐
• See a doctor or dermatologist for advice on skin problems?	☐	☐	☐
• Keep your nails (toenails, too) clean and trimmed?	☐	☐	☐
• Refrain from biting your nails?	☐	☐	☐
• Protect your skin and hair from sun damage?	☐	☐	☐

Note: This means using an effective sunscreen, avoiding getting sunburned, and not using salon tanning beds. Skin cancer is directly related to sun damage to the skin.

Teacher Supplement 1

	Usually	Sometimes	Never
Do you . . .			
General cleanliness			
• Bathe or shower daily?	☐	☐	☐
• Use an effective deodorant or antiperspirant daily?	☐	☐	☐
• Wear clean undergarments and hosiery daily?	☐	☐	☐
• Wear freshly laundered clothing?	☐	☐	☐
• Wash your hands with soap and water after using the bathroom, handling money, coughing, or blowing your nose?	☐	☐	☐
• Use a tissue to blow your nose, and dispose of the tissue promptly and properly?	☐	☐	☐
• Cover your mouth when you cough or sneeze?	☐	☐	☐
Women			
• Shave your legs and armpits regularly?	☐	☐	☐
• Change your tampon or sanitary napkin regularly?	☐	☐	☐
• Dispose of tampons or sanitary napkins in a sanitary manner?	☐	☐	☐
• Remove your make-up completely, and clean your face before going to bed each night?	☐	☐	☐
• Wash your pantyhose or hose after each wear?	☐	☐	☐
• Wear clean, properly fitting hose or pantyhose daily?	☐	☐	☐
• Refrain from wearing too much make-up?	☐	☐	☐

Teacher Supplement 1

	Usually	Sometimes	Never
Do you . . .			
• Refrain from wearing too much cologne or perfume?	☐	☐	☐
Men			
• Shave regularly or keep facial hair well-trimmed?	☐	☐	☐
• Refrain from wearing too much aftershave?	☐	☐	☐
Clothing and accessories			
• Keep your clothes clean, pressed, and in good repair?	☐	☐	☐
• Purchase clothes wisely to get as much wear as possible out of them?	☐	☐	☐
• Select clothing that goes well with your hair, eyes, and complexion?	☐	☐	☐
• Wear clothing with necklines and styles that compliment your physical features and detract from problem areas?	☐	☐	☐
• Refrain from wearing clothing that is too tight or too loose?	☐	☐	☐
• Keep the creases in your clothing straight?	☐	☐	☐
• Keep your shoes polished and their soles and heels repaired?	☐	☐	☐
• Wear shoes with good support if you must stand for long periods of time?	☐	☐	☐
• Wear complimentary accessories and jewelry?	☐	☐	☐
• Clean out your purse or billfold to get rid of unnecessary items?	☐	☐	☐

Teacher Supplement 1

Use the following chart to tally and analyze your responses. Any more than one or two "never" responses in one category should make you take a second look at your hygiene and grooming habits. Try to pinpoint those areas where you need improvement, and then work at establishing good hygiene and grooming habits in those areas.

		Total of your responses		
No. quest.	Category	Usually	Sometimes	Never
11	Diet and health	______	______	______
5	Teeth	______	______	______
11	Hair, face, and nails	______	______	______
15 (Women) 9 (Men)	General cleanliness	______	______	______
10	Clothing and accessories	______	______	______

Permission to duplicate this form is granted.

Basic Workplace Safety and First-Aid Skills
Unit 3

Teacher Supplement 2—Compile a List of Emergency Telephone Numbers in Your Area

If your place of employment does not have emergency numbers posted by work telephones, use the form below, or a similar form, to compile a list of emergency telephone numbers in your area. Make copies of your list and ask for management's permission to post a list by each work telephone.

Emergency Telephone Numbers

Rescue squad ______________________________

Fire department ______________________________

Police ______________________________

Physician ______________________________

Hospital emergency room ______________________________

Poison control center ______________________________

Additional numbers ______________________________

When you call for emergency help, tell:

1. WHERE the emergency situation is, with cross streets if possible.
2. TELEPHONE NUMBER you are calling from.
3. WHAT HAPPENED—heart attack, auto accident, fall, etc.
4. HOW MANY persons need help.
5. WHAT is being done for the victims.

Note: YOU HANG UP LAST. Let the person you called hang up first.

Record and post emergency telephone numbers in advance so that they will be readily available when you need them.

The programs of the American Red Cross are made possible by the voluntary services and financial support of the American people.

American Red Cross poster

Coutesy of the American Red Cross, Washington, D.C.

Basic Workplace Safety and First-Aid Skills
Unit 3

Teacher Supplement 3—Tornado Tips and Sample Guest Warning Notice

Tornado Tips

Tornado—Violent rotating column of air in contact with the ground. It has many faces: cone-shaped, rotating mass of debris at the surface with no visible connection to the cloud; dark seething cloud on the ground.

Look and listen for the following signs.

- Series of pouches projecting downward from the storm's base
- Large hail, heavy rain, strong winds
- Intense, frequent lightning
- Loud roar like the sound of a jet or train
- Rotating cloud of debris or dust near the ground
- Bulge or pendent with organized rotary motion at the base of a thunderstorm
- Characteristics of the "typical" tornado

  Time: 7:39 p.m. DST
  Path: 5½ miles
  Width: 500 feet
  Area: 1 square mile

Perform the following safety procedures.

- Seek inside shelter—leave vehicles.
- Avoid windows, doors, and outside walls.
- Protect head and chest; crouch with your face to floor and hands clasped behind your head.
- Home—go to shelter, basement, or first-floor, interior small room, bathroom, closet, or hall and get under sturdy furniture, a mattress, or in a tub.
- Schools, offices—go to designated shelter (interior rooms or hallways on lowest floor); avoid auditoriums and gymnasiums.

Teacher Supplement 3

- Mobile homes or vehicles—evacuate to substantial structure, ditch, culvert, or ravine.
- Be sure everyone is familiar with your safety plan; have a portable TV/radio and flashlight in your shelter area.

Learn the meanings of terms used to describe tornadic conditions.

Tornado warning—

- Tornado has been reported or indicated by Doppler radar!
- Take cover immediately if in or near the warning area.

Tornado watch—

- Conditions favor tornado development.
- Make preliminary plans.
- Watch for threatening conditions.
- Listen to a TV/radio so that you will know if the watch turns to a warning.

Adapted with permission of KOTV Channel 6, Tulsa, Oklahoma. From *Tornado Tips* pamphlet, copyright 1988.

Teacher Supplement 3

GUEST INFORMATION REGARDING TORNADO WARNING

The University Plaza Hotel monitors the United States Weather Bureau for any reported tornado information.

In the event of any tornadic activity that could involve our facility, hotel security will advise all hotel guests by way of the speaker system located in your room. If you are advised that a tornado is imminent, please follow the procedure below.

1. Leave your room as quickly as possible, taking your room key with you.
2. Descend to the first floor by using the stairways that are marked "Exit."
3. Proceed to the area in front of the waterfall, where you will be directed to a safe area in the Convention Center.
4. You will be advised when the United States Weather Bureau gives the "all clear," at which time you can return to your room.
5. Please do not call the front desk, as we will need all phone lines for emergency use.

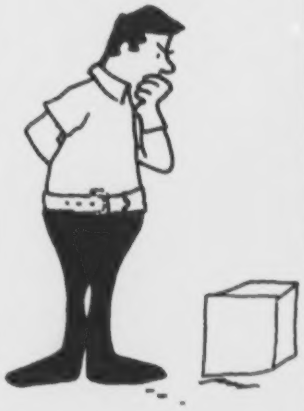
Your cooperation will be appreciated.

Courtesy of the Holiday Inn Univeristy Plaza Hotel, Springfield, Missouri.

How to Lift Safely

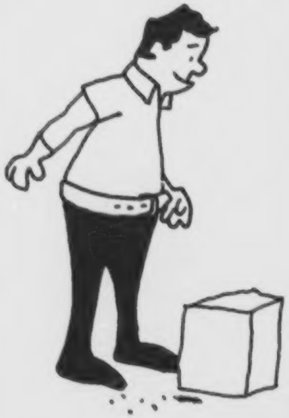
1

Approach the load and size it up as to weight, size, and shape. Consider your physical ability to handle the load.



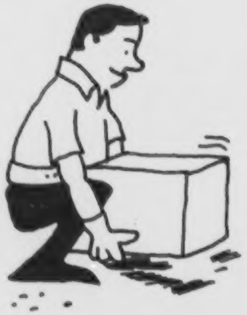
2

Place feet close to the object to be lifted and 8 to 12 inches apart for good balance.



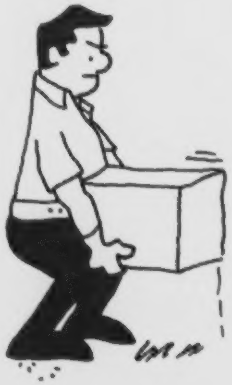
3

Bend the knees to the degree that is comfortable and get a good handhold. Then using both leg and back muscles . . .



4

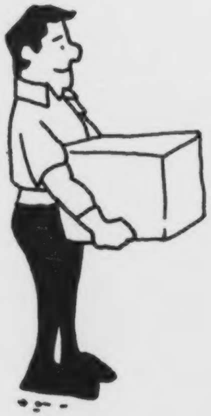
Lift the load straight up smoothly and evenly. Push with your legs, and keep the load close to your body.



How to Lift Safely
(Continued)

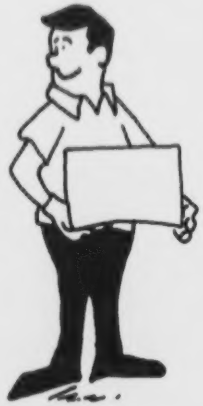
5

Lift the object into carrying position, making no turning or twisting movements until the lift is completed.



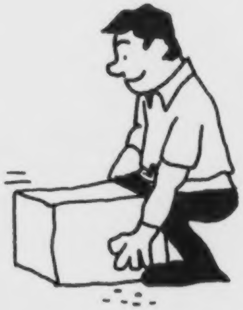
6

Turn your body with changes of foot position after looking over your path of travel, making sure it is clear.



7

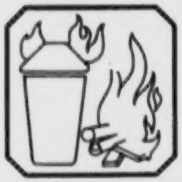
Setting the load down is just as important as picking it up. Using leg and back muscles, comfortably lower load by bending your knees. When load is securely positioned, release your grip.



Classes of Fuel or Fires

A

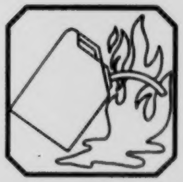
Class A
(Green)



- Ordinary combustibles

B

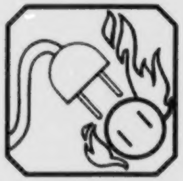
Class B
(Red)



- Flammable liquids and gases

C

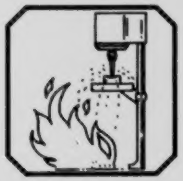
Class C
(Blue)



- Live electrical equipment

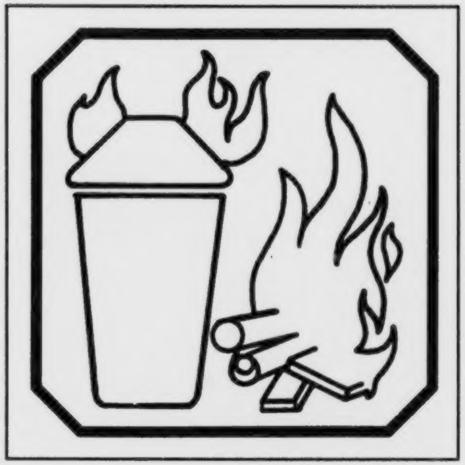
D

Class D
(Yellow)



- Combustible metals

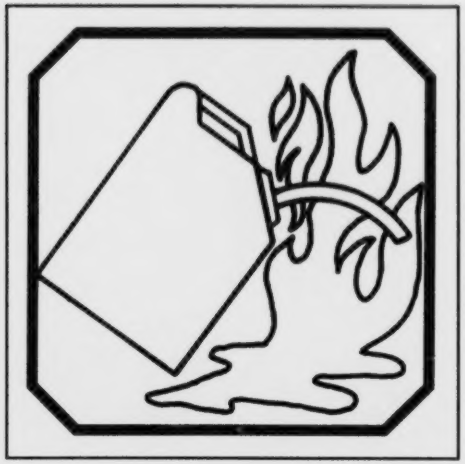
Extinguisher Markings



Ordinary

A

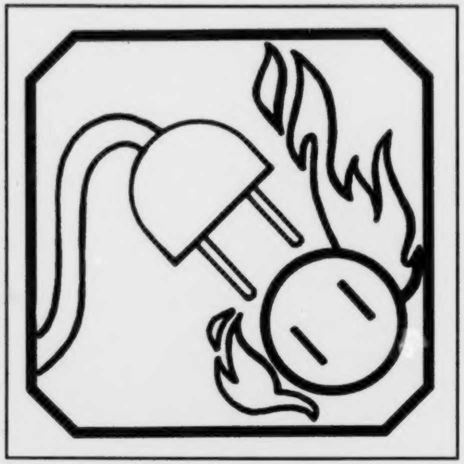
Combustibles
(Green)



Flammable

B

Liquids
(Red)

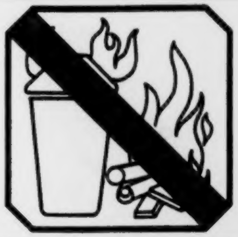
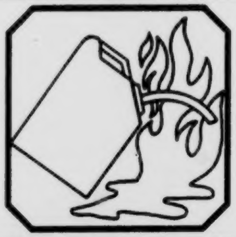
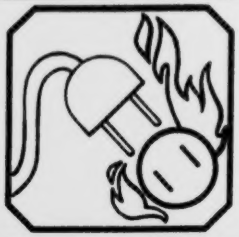
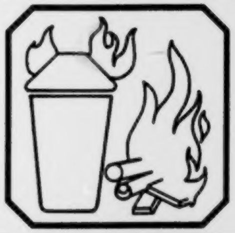
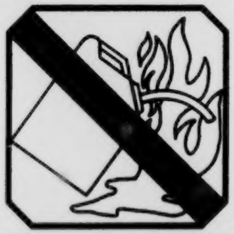
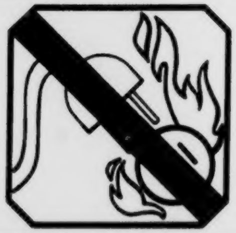
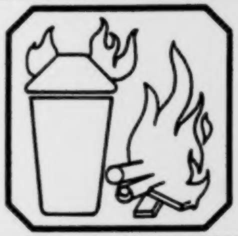
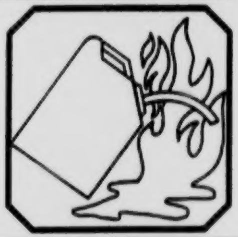
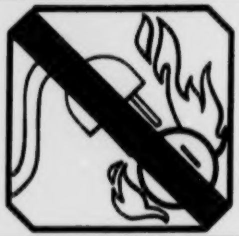


Electrical

C

Equipment
(Blue)

Extinguisher Picture Symbols

			Picture symbols for extinguishers suitable for Class B and C fires, but **not** for Class A fires.
			Picture symbols for extinguishers suitable for Class A fires, but **not** for Class B and C fires.
			Picture symbols for extinguishers suitable for Class A and B fires, but **not** for Class C fires.

Basic Workplace Safety and First-Aid Skills
Unit 3

Information Sheet

1. **Terms and definitions associated with workplace safety and first aid**

- **Accident**—Suddenly occurring, unintentional event that causes injury or property damage

- **Anaphylactic shock**—Severe and sometimes fatal reaction to an antigen (as bee venom); characterized by respiratory symptoms, fainting, and itching

- **Cardiopulmonary resuscitation** (CPR)—Procedure for restoring normal breathing after cardiac arrest

- **Carelessness**—Failure to think before one acts; failure to pay attention

- **Combustible**—Capable of bursting into flames at temperatures below 100°F

- **Emergency evacuation**—Organized withdrawal of people from a facility to protect them from the hazards of an emergency

  Examples: Tornado evacuation, fire evacuation

- **First aid**—Immediate temporary care given the victim of an accident or sudden illness until the services of a physician can be obtained

- **First-degree burn**—Burn affecting only the outer skin layers; characterized by redness and pain

- **Flammable**—Capable of being easily ignited and burning quickly at temperatures below 100°F

  Note: *Inflammable* means "flammable."

- **Grounded**—Electrical connection to an object that conducts electrical current to the earth

- **Hazard**—Potential source of danger

- **Hazardous material**—Any cancer-causing, corrosive, toxic, irritant, sensitizer, or material that has or has the potential for damaging effects on specific body organs

  Examples: Bleaches, petroleum products, paints, chlorine and other pool chemicals, cleaning and sanitizing agents, varnishes, paint removers, carbon monoxide from vehicle exhausts

Information Sheet

- **Heel** (see Figures 3 and 4)—To apply pressure to the bottom of a straight or extension ladder to prevent it from slipping or sliding sideways while in use
- **Heimlich maneuver**—Procedure for forcing a foreign object from the windpipe of a choking victim
- **Hygiene**—Conditions or practices of cleanliness conducive to health
- **Material safety data sheet** (MSDS) (see Student Supplement 2)—Form that lists and explains each of the hazardous materials that an employee works with so that the employee can safely use the material and respond to emergency situations

  Note: The law states that all employees must have access to MSDSs and be taught to read and understand them.

- **Occupational Safety and Health Act** (OSHA)—Federal legislation designed to ensure safe and healthful working conditions for employees
- **Safety**—Freedom from danger, risk, or injury
- **Sanitation**—Process of keeping something clean or free from disease-producing organisms
- **Second-degree burn**—Burn penetrating beneath the superficial skin layers; characterized by swelling and blisters
- **Third-degree burn**—Burn that destroys all skin layers and underlying tissue; characterized by white, leathery appearance and lack of pain

  Note: Third-degree burns are not painful because nerve tissue has been destroyed.

- **Turnover**—Number of persons hired within a period to replace those leaving or dropped from the workforce

  Note: A business is said to have a high turnover rate when employees become dissatisfied and leave the business after a short period of employment. Businesses with low turnover rates boast employees who have worked for them happily for many years.

Information Sheet

2. **Reasons why safety in the hospitality and tourism workplace is every employee's responsibility**

   a. **Customers who feel safe and secure—**

      - Are likely to come back again.
      - Are likely to recommend your business to others.

   b. **Employees who feel safe and secure—**

      - Enjoy their jobs.
      - Are loyal to their employers and stay with their jobs (low turnover rate).
      - Work hard and take pride in the quality of their work.
      - Lose few days of work.
      - Feel proud of themselves and their employer.

3. **Facts about OSHA's role in workplace health and safety**

   - Became federal law on April 28, 1971
   - Operates under the U.S. Department of Labor
   - Sets two major requirements for employers:
     - To furnish each employee a place of employment that is free from recognized hazards that are causing or likely to cause death or serious injury to employees
     - To comply with the occupational safety and health standards contained within the OSHA regulations
   - Sets one major requirement for employees:
     - To comply with occupational safety and health standards and all rules, regulations, and orders pursuant to OSHA regulations that are applicable to the employee's own actions and conduct
   - Requires employers to keep records of occupational injuries and illnesses of their employees

Information Sheet

Note: Employers must record all occupational fatalities, lost-workday illnesses and injuries, and nonfatal illnesses and injuries without lost workdays but which require medical treatment. Medical treatment does not include first-aid treatment.

- Requires that employers keep material safety data sheets (MSDSs) on all hazardous substances used by employees
- Often sets only minimum standards and requirements
- Provides for federal OSHA officers who inspect facilities and levy penalties for noncompliance

4. Purposes of a material safety data sheet (MSDS)

- To inform the user of the material's physical properties or fast-acting health effects that make it dangerous to handle
- To tell the user the level of protective gear needed
- To tell the user the first-aid treatment necessary if exposed to the product or its hazards
- To tell the management and the user the preplanning needed for safely handling spills, fires, and day-to-day operations
- To tell the user how to respond to accidents

5. Ways hazardous materials can enter the body

- **Ingestion**—By mouth

  Example: Swallowing paint thinner

- **Absorption**—Through the skin

  Example: Getting some cleaning agents on your hands or skin

- **Inhalation**—By breathing in gases, vapors, fumes, and other forms of a material

  Example: Inhaling carbon-monoxide fumes from an automobile exhaust

Information Sheet

6. **General guidelines for workplace sanitation and personal hygiene**

   a. **Sanitation**

   - Do not come to work sick.
   - Always wash hands with soap and water after using the bathroom, handling money, coughing, blowing your nose, or using a cleaning or exterminating product.
   - Use a tissue to blow your nose, and dispose of the tissue promptly and properly.
   - When coughing, cover your mouth with a tissue or your hand.
   - Wear rubber gloves when performing cleaning duties—particularly when cleaning rooms and emptying wastebaskets.
   - Use only approved cleaning and sanitizing products, and *never* mix cleaning products.
   - Store all cleaning, sanitizing, and exterminating products in a separate, locked storage area.

   b. **Personal hygiene**

   - Bathe or shower daily.
   - Use deodorant.
   - Keep hair clean, styled, and free of dandruff.
   - See a doctor or dermatologist for advice on skin problems.
   - Brush and floss teeth regularly.
   - Keep nails clean and neatly trimmed.
   - Wear freshly laundered clothing and underwear.

7. **General job-safety rules**

   - Know the correct emergency telephone numbers in your area; be sure that they are posted near the telephone.

     Examples: Fire and police departments, ambulance service, poison-control center

Information Sheet

- Be alert for dangers and hazards.
- Conduct yourself in a safe manner; do not participate in horseplay on the job.
- Be familiar with the location of fire-fighting and first-aid equipment.
- Use the right tool or equipment for the job, and use it properly.

  Examples: A stepladder instead of furniture; a screwdriver or scraping tool, not the tip of a kitchen knife

- Wear appropriate clothing and protective equipment.

  Examples: Eye protection when using electric tools such as saws and drills; facemask when painting; seatbelt at all times when in a moving vehicle; rubber gloves when cleaning

- Use and store potentially hazardous materials and products strictly according to the label instructions and cautions.

  Examples: Swimming-pool chemicals and chlorine, cleaning products, sanitizing products, insecticides, rodenticides

- Do not come to work sick.

  Note: If you come to work sick, not only will you spread germs to others, but you will be more accident-prone, especially if you are affected by medication.

- Follow all safety guidelines set by the management.
- Report hazards to your supervisor.
- Think safety and security for yourself, your co-workers, and your customers.

8. Guidelines for dressing safely on the job

- Pull back long hair or wear a net.
- Wear well-fitting, comfortable shoes, and tie laced shoes securely.
- Remove dangling jewelry that could drop into food or get caught in equipment.
- Wear well-fitting clothing—not clothing that is too tight or loose.
- Wear protective clothing as appropriate.

  Examples: Leather or rubber gloves, aprons, work shoes, safety goggles

Information Sheet

9. Guidelines for lifting and moving items safely

a. Before lifting

- Inspect the item to be lifted for jagged edges, splinters, and grease or other slippery surfaces.
- Wear gloves for protection, and make sure that they fit properly.
- Wear lower-back support.

  Example: Leather lower-back support belt
- Plan your route before you lift.
- Clear any obstacles from your path.
- Assess the weight of the load.
- Get help to lift heavy loads.

  Note: Teamwork works best when both persons are about the same size. The load should be distributed evenly between both workers.
- Use a dolly to move very heavy, large, or awkward loads that cannot (or should not) be lifted by two people.

  Examples: Piano, refrigerator, sofa bed

b. Lifting

- Place your feet as close to the load as possible, one foot alongside the load and the other behind it.
- Bend your knees, keeping your back and neck straight and your chin tucked in.
- Grasp the load firmly with your fingers and hands.
- Draw your arms in close to your body.
- Stand slowly and lift smoothly, *using your legs.*

Information Sheet

c. **Carrying**

- Hold the item close to your body.
- Do not allow the load to block your vision.
- Do not change your grip or twist your body to change direction.

  Note: To avoid back injury, turn with your feet and move your whole body.

- Learn the shoulder carry.

d. **Setting the load down**

- Bend your knees.
- Keep your back and neck straight and aligned.
- Place the load carefully on the floor or shelf, taking care not to set it on your fingers or feet.
- Be sure the load is secure.

10. Guidelines for preventing slips, trips, and falls

- Wipe up spills immediately.
- Post warning signs when floors are wet.
- Use handrails on stairs.
- Report any tripping hazard.

  Examples: Loose boards, loose tiles, broken steps, torn or curled carpets

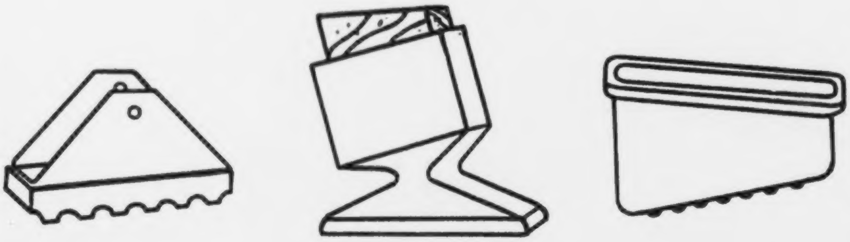
- Do not leave equipment, materials, or other obstacles in hallways, on stairs or landings, before doors and exits, or in any other area where people may trip over them.
- Do not stretch extension cords across traffic areas.
- Use a ladder instead of a chair or box to reach high objects or areas.

Information Sheet

11. Rules for using ladders safely

- Make sure that the ladder has non-skid safety shoes (Figure 1).

Figure 1



Shoe for
metal stepladder

Rubber shoe for
wood extension ladder

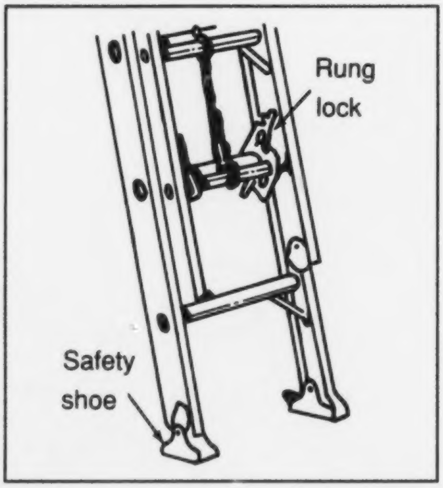
Rubber shoe for
either wood or
metal stepladder

- Inspect the ladder before use for worn safety shoes, broken or loose rungs/steps, or other defects.
- Inspect the ladder rungs/steps and siderails for oil or other slippery materials before you climb.
- Be sure that ladders—particularly metal ladders—are clear of electrical hazards.
- Locate the ladder away from doors or other openings that are not blocked or guarded.
- Place ladder feet on a level, non-skid surface.
- Place ladder at a safe angle to the work: at least 1 foot from the wall for every 4 feet of height.

  Note: Get help in carrying and raising heavy or long ladders.
- Use rung locks (see Figure 2) to secure the sections of extension ladders.

Information Sheet

Figure 2


Rung
lock
Safety
shoe

- Place top of extension and straight ladders at least three rungs above the work.
- Get a helper to heel straight or extension ladders (Figures 3 and 4).

Figure 3

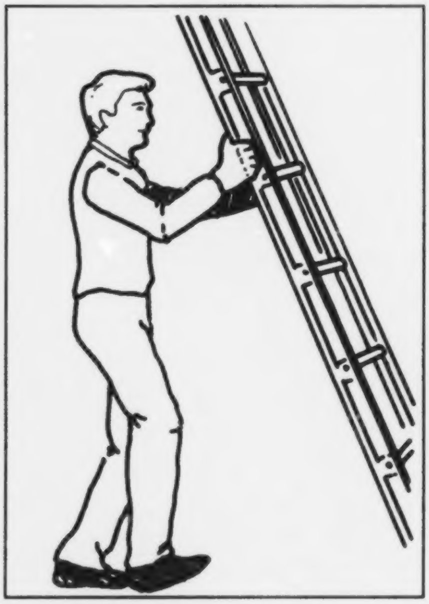
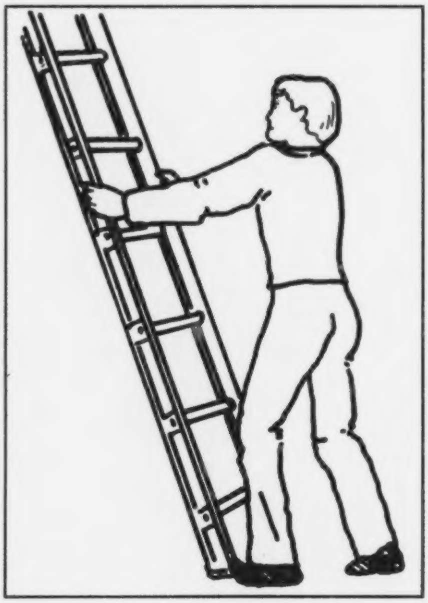


Figure 4



Information Sheet

- Face the ladder when climbing up and down.
- Never stand on the top rung/step.
- Do not overextend your reach while on the ladder; descend the ladder and reposition it instead.
- Allow only one person on the ladder at a time.
- Do not use ladders for makeshift scaffolds.
- Store ladders securely when not in use.

12. General guidelines for safety in a kitchen/break area

- Wear rubber gloves when washing dishes.
- Inspect glasses, dishes, and cups for chips and cracks.
- Wear gloves and use a broom and dustpan or damp towel to pick up splinters of glass.
- Discard damaged dishware in a proper container.
- Use a metal or plastic scoop for putting ice in buckets or glasses.

  Note: When a glass is used as an ice scoop, its drinking edges are likely to chip off into the ice.

- Use cutting equipment (grinders, slicers, knives) with great care and according to house policy and manufacturer's directions.
- Avoid burn injuries.

  Examples:
  — Be careful when carrying or pouring coffee or other hot liquids.
  — Use potholders.
  — Turn pot handles away from edges of stove or tray.
  — Tip pot lids away from you when opening them (to avoid steam burns).
  — Use care when removing food from a microwave oven.

- Clean up spills immediately.

Information Sheet

13. Guidelines for preventing electrical shock

- Be sure that an electrical outlet is grounded before plugging in a cord.
- Report all defective equipment and worn or frayed electrical cords.
- Avoid using extension cords and overloading outlets.
- Do not handle electrical equipment with wet hands, and avoid using electrical equipment near water.
- Unplug electrical equipment before cleaning or repairing.

14. Guidelines for preventing fire and fire spread

- Do not let trash accumulate in storage areas.
- Store flammable and combustible materials in approved containers and cabinets.
- Smoke only on designated breaks and in designated areas.
- Keep fire doors closed, unlocked, and unblocked.

  Note: Interior fire doors serve a vital purpose—containing fire in the area of origin.
- Keep laundry and trash chutes closed.

  Note: Fire travels most readily up vertical openings such as laundry chutes, trash chutes, dumbwaiters, and stairwells. Closed doors help prevent fire spread.
- Learn the locations of fire extinguishers, fire alarms, and exits.
- Do not block aisles or access to fire alarms, extinguishers, or exits.
- Notify the management *immediately* if fire—no matter how small—is detected.

Caution: Fight fires only if they are very small and not too smoky. Even small fires can give off intense, toxic smoke. If the fire is large or smoky, *immediately* activate fire alarm and initiate evacuation procedures.

- Know how to use fire extinguishers.

Information Sheet

15. General evacuation procedures to take in case of fire

- Pull the alarm and report the fire to management and fire department.
- Close the door to the fire area.
- Use an extinguisher only if the fire is very small and not too smoky.
- Alert customers and show them the nearest escape route.
- Put a towel (preferably wet) over your face and nose and stay low.
- Stay close to the wall as you exit to the stairway.
- *Never* use an elevator during a fire.
- If you encounter smoke, find another exit, return to the beginning location, or—if you must—go up to the roof and close the door—but keep it from locking.

16. Management's responsibilities in preparing for emergency evacuation

Note: Emergency situations such as fire, tornado, bomb threats, and acts of terror are real, and preparations for these emergencies should not be overlooked. Lack of planning can result in unnecessary deaths.

- Have a predetermined plan for evacuation.
- Practice the plan periodically, and modify as necessary.

  Note: It is also wise for employees to mentally rehearse evacuation plans.
- Assign employees designated duties concerning customers and escape routes and methods.

  Note: Employees should walk their escape routes and should be sure to choose an alternate exit path in the event that their primary escape route is blocked.
- Assign team leaders to direct the evacuation and to account for all employees and customers.
- Designate a safe area away from the building for employees to meet.
- Make sure that all exits are clearly marked and free of clutter that could hamper the evacuation process.
- Stress the importance of remaining calm.

Information Sheet

17. General steps for handling any emergency situation

- **Step 1:** Determine the type of emergency.

- **Step 2:** Notify the appropriate medical or law-enforcement authority.

  Examples: Ambulance, fire department, police

  Note: Hotels, travel agencies, and other businesses are required by law to establish written emergency procedures and to train employees in these procedures. Also, emergency telephone numbers should be posted for quick employee response to an emergency.

- **Step 3:** Notify the management.

- **Step 4:** Provide basic first aid, or seek assistance from other employees until proper authorities arrive.

18. Descriptions of basic first-aid procedures for various emergency situations

Note: In the event of a severe injury or illness, notify your supervisor, call an ambulance, paramedics, or a doctor, and give the victim basic first aid until help arrives.

a. **Bleeding**

- Severe—Apply pressure dressing or manual pressure to wound.

- Minor—Apply antiseptic solution and dress with sterile bandages.

b. **Burns**

- Third-degree—Cool with a damp compress and then cover with a dry, sterile dressing; cover victim with a blanket to prevent loss of body heat.

- Second-degree—Cool with a damp compress—taking care not to break blisters—and then cover with a dry, sterile dressing to prevent infection.

- First-degree—Hold under cold water; apply dry, sterile dressing.

- Chemical—Flush skin thoroughly with clean water.

- Electrical—Locate both the entrance and exit burns, and treat as for a third-degree burn.

Information Sheet

c. **Traumatic shock**

Note: Traumatic shock may occur with any type of injury. Even though the injury itself may not be serious enough to cause death, death may occur from traumatic shock resulting from an injury.

- Recognize the signs and symptoms of traumatic shock:

  Early stages

  - Pale or bluish skin that is cool to the touch
  - Moist, clammy skin if perspiration has occurred
  - General weakness
  - Rapid, weak pulse
  - Rapid, shallow, possibly irregular breathing
  - Restlessness or anxiety
  - Vomiting or nausea
  - Excessive thirst

  Late stages

  - An attitude of not caring
  - Unresponsiveness
  - Sunken eyes with dilated pupils
  - Spotty or mottled appearance of skin; bluish color to lips and nailbeds
  - Low body temperature; cool, clammy skin
  - Loss of consciousness leading to death if untreated

- Lay victim down.

- Elevate victim's legs slightly.

- Cover to prevent loss of body heat.

d. **Falls**

- Head injury

  - Lay victim flat.

  - Control bleeding.

- Less severe falls

  - Check for injury and provide first aid as appropriate.

  - Do not move the victim—or allow the victim to move—if a neck or back injury is suspected.

Information Sheet

e. **Choking**

- Recognize the signs and symptoms of choking:
  - — Victim clutches throat (universal signal of choking)
  - — Victim has trouble speaking or breathing
  - — Skin turns pale or bluish
  - — Victim loses consciousness
- Perform the Heimlich maneuver.

f. **Heart attack**

- Recognize the signs and symptoms of heart attack:
  - — Chest pain that may radiate to the arms, neck, jaw, and upper back

    Note: Chest pain is the most important symptom of heart attack. It is reported in 80 to 90 percent of heart-attack victims.

  - — Profuse sweating and chills
  - — Nausea and vomiting
  - — Difficulty and pain in breathing
  - — Weakness
  - — Apprehension

    Note: A victim of heart attack will often feel as though he or she is going to die.

- Help the victim to a less painful position.
- Loosen the victim's clothing around the neck and midriff.
- Apply CPR if required and you are qualified.

g. **Electrical accident**

- Do **not** provide any medical assistance until all electrical current has been shut off.

Caution: If the victim is still in contact with a live electrical hazard, do not endanger yourself by touching the victim, metal objects, water, or the wet ground. You may well become a victim yourself as the current passes into your body.

Information Sheet

- Administer CPR if necessary.
- Treat for traumatic shock.
- Treat for electrical burn.

  Note: Always look for both an entrance wound and an exit wound with an electrical burn. Both may resemble a bull's-eye consisting of a central charred zone, a middle zone of gray tissue, and an outer red zone.

h. **Heat exhaustion**

- Recognize the signs and symptoms of heat exhaustion:
  - Profuse perspiration
  - Pale, clammy skin
  - Rapid, weak pulse
  - Rapid, shallow breathing
- Immediately move victim to a cool place.
- Lay victim flat.
- Elevate victim's feet slightly.
- Remove as much of victim's clothes as possible.
- Sponge victim with cool water.

i. **Heat stroke**

Note: Heat stroke is a true emergency. Act quickly or the victim will suffer brain damage or death.

- Recognize the signs and symptoms of heat stroke:
  - Little or no perspiration
  - Hot, flushed skin
  - Rapid, weak pulse
  - Rapid, shallow breathing
- Move victim to a cool location.
- Cool victim as quickly as possible.

  Note: Do not take time to remove victim's clothes until after initial cooling, such as spraying the victim with a garden hose or immersing him or her in water.

- Rub ice on victim's extremities.

Information Sheet

j. **Bee stings**

- Ordinary reaction
  - Scrape stinger sideways away from wound.

    Note: Never pinch the stinger to remove it as this releases more toxin into the victim's system.
  - Wash the wound with soap and water.
  - Apply ice to reduce swelling.
- Allergic reaction

  Note: A victim with an allergic reaction to a bee sting is suffering from anaphylactic shock and needs prompt treatment with epinephrine by injection or inhalation.
  - If possible, immediately transport the victim to a hospital or doctor's office.

    Note: Have someone call ahead to notify the party of the situation and your planned arrival.
  - If transportation is not immediately available, lay the victim down or help the victim to a position in which he or she can breathe more easily.
  - Elevate the victim's legs if possible.
  - While waiting for emergency help, remove the stinger and perform first-aid actions for an ordinary sting.

k. **Seizure**

- Help the victim lie on the ground or floor if possible.
- Do not try to restrain the victim.
- Clear the area of hard or dangerous objects to protect the victim from self-injury.
- Remove the victim's eyeglasses, if applicable, and loosen clothing in the head and neck area.
- Turn the victim to the side to allow saliva to drain from the mouth.
- Transport the victim to a hospital or doctor's office after the seizure has passed.

Basic Workplace Safety and First-Aid Skills
Unit 3

Student Supplement 1—Guidelines for Interpreting Material Safety Data Sheets

Living in the modern world, you probably are aware that the use of chemicals offers convenience and progress at home and work. Naturally, you want to avoid dangerous overexposure to chemicals, especially on the job. Such overexposure is possible no matter where you work, even in an office or light industry.

Your company's hazard communications, or HazCom, program was created to protect your health and safety. Three important elements are at the heart of your HazCom program: warning labels on containers, training on the safe use and handling of chemicals, and material safety data sheets (MSDSs).

What is on a MSDS

MSDSs are printed pages that give you all the critical information you need about how to use, transport, and store chemicals in order to protect yourself, as well as what to do in case of emergencies and overexposure. Information on MSDSs includes:

- The chemical's name or names
- Name, address, and phone number of the manufacturer
- List of the chemical's ingredients
- Permissible exposure limits (PEL) or threshold limit value (TLV)
- What conditions or other substances will cause the chemical to catch fire, explode, melt, or turn into dangerous gases
- How the chemical usually looks and smells
- How to put out a fire involving the chemical
- What to do if the chemical spills or leaks
- How to prevent dangerous exposure
- Health hazards such as skin irritant or cancer-causing agent
- Symptoms of overexposure
- What to do if you are overexposed
- When the MSDS was prepared

The information for each chemical's MSDS is put together by the manufacturer or distributor for that chemical. The sheets often look different from each other, but they still provide the same information. The law requires your employer to keep MSDSs up to date and to send the MSDS to your doctor or designated representative if you request it.

Where the MSDS is kept

MSDSs must be readily accessible to employees—a posted sign may tell you where, and you can also find out by reading your company's written HazCom program. If you are not sure where to find MSDSs, your supervisor or your company's HazCom contact will make them available to you. It is the law.

Student Supplement 1

When to read a MSDS

You should always read the MSDS *before* you begin a job using a chemical. Even if you have used the chemical before, the manufacturer may have changed its formula, which may change the steps you should take to protect yourself. Taking proper precautions listed on the MSDS, such as wearing a respirator, can prevent serious long-term illnesses.

If you do not understand something on the MSDS, or have questions about your company's HazCom program, ask your supervisor or company contact. Your company knows that HazCom works best if you are fully informed and involved.

How to read a MSDS

The material safety data sheet, or MSDS, is written information that can help protect you from overexposure to chemicals you find on the job. The MSDS is part of your company's hazard communications program. Each company can design its own MSDS form, and the sections may be in a different order. But, the basic kinds of information on any MSDS will be the same.

Chemical name (see Figure 1). Lists the identity of the substance (the name on the label), date the MSDS was prepared, the name and address of the manufacturer, and usually a phone number for emergencies and more information.

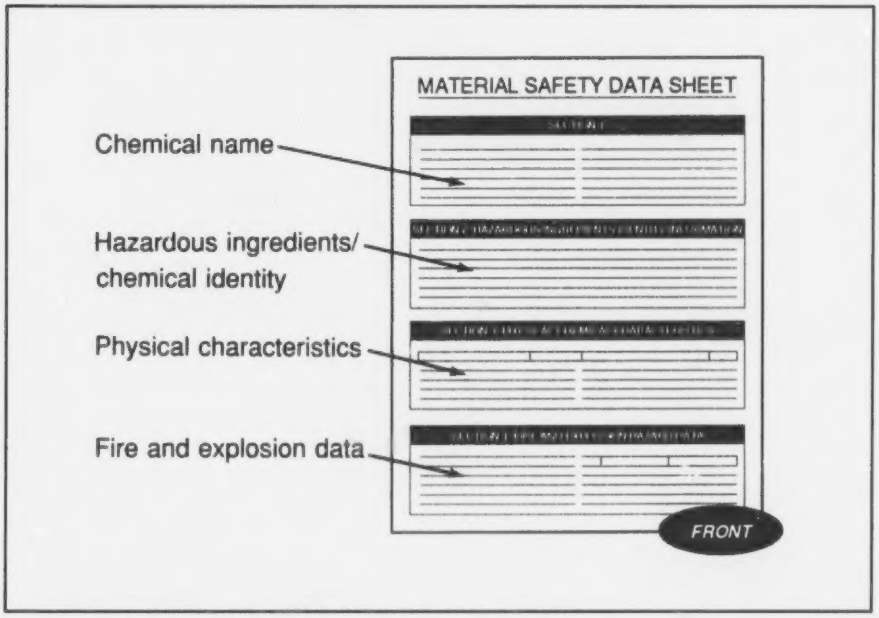
Hazardous ingredients/chemical identity (see Figure 1). Includes names of substances in the chemical that might be dangerous, and lists safety exposure limits such as permissible exposure limit or PEL (set by OSHA) or the threshold value limit or TVL. Also lists common names for the chemical.

Physical characteristics (see Figure 1). Describes many physical qualities of the chemical, and lets you know what is usual or safe. For example, how the chemical looks and smells; boiling and melting temperatures (important in case a chemical might become a gas you could breathe); evaporation rate (known as *percent volatile*); how easily the chemical dissolves; and how heavy it is (this tells you if it will sink, float, or dissolve in water).

Fire and explosion data (see Figure 1). Tells you the lowest temperature at which the chemical could catch fire (flash point). Lets you know if it is flammable (catches fire below 100°F) or combustible (catches fire above 100°F). Lists the best way to put out a fire involving that chemical.

Student Supplement 1

Figure 1


MATERIAL SAFETY DATA SHEET
Chemical name
Hazardous ingredients/ chemical identity
Physical characteristics
Fire and explosion data
FRONT

Reactivity (see Figure 2). Describes what happens if this chemical comes in contact with air, water, or other chemicals. Describes conditions (like heat) or materials (like water) that can cause the chemical to react by burning, exploding, or releasing dangerous vapors. The chemical is called "incompatible" or "unstable" with these conditions or substances.

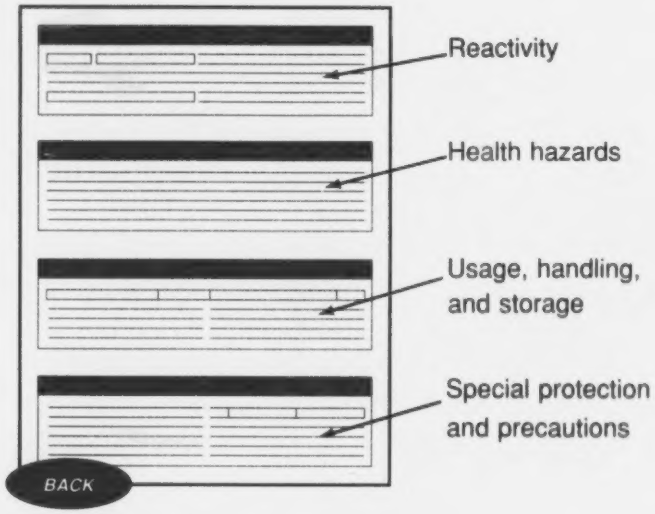
Health hazards (see Figure 2). Lists ways the chemical might enter your body, like splashing on your skin or being breathed in as vapor, as well as possible symptoms of overexposure. Lets you know if overexposure might make existing medical conditions worse, and describes emergency first-aid procedures.

Usage, handling, and storage (see Figure 2). Describes how to clean up an accidental spill, leak, or release, including special procedures. Tells you how to handle, store, and dispose of chemicals safely. Remember, if there is an accident, notify your supervisor immediately. Take care of it yourself only if you are trained to do so and are wearing the proper equipment.

Special protection and precautions (see Figure 2). Explains special personal protective equipment (PPE) and other equipment to use when working with the chemical, special procedures, extra health or safety information, signs that should be posted, and other information not covered in other sections.

Student Supplement 1

Figure 2


Reactivity
Health hazards
Usage, handling, and storage
Special protection and precautions
BACK

Terms and abbreviations used on MSDSs

The following terms and abbreviations will help you interpret material safety data sheets.

- **TLV**—Threshold limit value; a time-weighted average concentration *under which* most people can work consistently for 8 hours a day, day after day with no harmful effects
- **Ceiling**—Uppermost limit
- **ACGIH**—American Conference of Governmental Industrial Hygienists
- **OSHA**—Occupational Safety and Health Act
- **PEL**—Permissible exposure limit; the maximum time-weighted concentration *at which* 95 percent of exposed, healthy adults suffer no adverse effects over a 40-hour week
- **ppm**—Parts per million
- **STEL**—Short-time exposure limit; a 15-minute, time-weighted average that should not be exceeded at any time during a workday. Exposures at STEL should not be longer than 15 minutes and should not be repeated more than four times a day with at least 60 minutes between exposures

Student Supplement 1

- **IDLH**—Immediately dangerous to life and health; material *at* or *above* this level poses an immediate hazard to life or produces immediate, irreversible, debilitating effects
- **LEL**—Lower explosive limit; below the flammability range (too lean to burn)
- **UEL**—Upper exposure limit; above the flammability range (too rich to burn)

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Basic Workplace Safety and First-Aid Skills
Unit 3

Student Supplement 2—Sample MSDSs

JCLE050
CLEANER, TOILET BOWL, VANI-SOL HIGH-STRENGTH BOWL CLEANSE

4-30-91. Material Safety Data Sheet Revision VANI-SOL (R) BOWL CLEANSE	Page: 1 of 6 Rev. Date 09/01/90

National Laboratories
Lehn & Fink Products Company
225 Summit Avenue
Montvale, NJ 07645

Telephone Number: (201) 573-5700 (24 hrs)

Emergency Contact: CHEMTREC
Emergency Phone Number: (800) 424-9300

SECTION #1 - IDENTIFICATION

Product: VANI-SOL (R) BOWL CLEANSE

CAS Number: Not applicable
EPA Reg. No.: 675-1
Product Code: ED-212
Formula No.: V-0211-3

NFPA Hazard Rating - Health: 3 High
- Fire: 0 Negligible
- Reactivity: 1 Slight

Special Hazards: Corrosive.

Product Description: Heavy-duty, 23% acid, toilet-bowl and urinal cleaner.

This product is a registered pesticide. Use of this product in a manner not consistent with the label instructions is a violation of federal law.

SECTION #2 - HAZARDOUS CHEMICAL COMPONENTS

Component: HYDROCHLORIC ACID
CAS Number: 7647-01-0 Percent of Mixture: 23.0
ACGIH TLV-CEILING: 5 ppm OSHA PEL-CEILING: 5 ppm

Component: METHYLDODECYLBENZYL TRIMETHYL AMMONIUM CHLORIDE
CAS Number: Not applicable Percent of Mixture: .04
No exposure limits established
by ACGIH or OSHA

Component: METHYLDODECYLXYLYELENE BIS (TRIMETHYL AMMONIUM CHLORIDE)
CAS Number: Not applicable Percent of Mixture: .01
No exposure limits established
by ACGIH or OSHA

Component: O-BENZYL-P-CHLOROPHENOL
CAS Number: 120-32-1 Percent of Mixture: .01
No exposure limits established
by ACGIH or OSHA

4-30-91 Material Safety Data Sheet Revision *VANI-SOL (R) BOWL CLEANSE*	Page: *2* of *6* Rev. Date *09/01/90*

SECTION #3 - PHYSICAL DATA

Boiling Point: *Not applicable*
Vapor Pressure: *Not applicable*
Vapor Density (Air=1): *Not applicable*
Specific Gravity: *1.122 @ 25°C*
Solubility (H2O): *Miscible*
pH: *<1*

Appearance

White, opaque liquid.

SECTION #4 - FIRE-FIGHTING & EXPLOSION DATA

Flash Point: *>200°F TCC*

Lower Explosive Limit (%): *Not determined*
Upper Explosive Limit (%): *Not determined*

Fire and Explosion Hazards

None known.

Extinguishing Media

Use water spray, foam, dry chemical or carbon dioxide, as suitable for the surrounding fire.

Special Fire-Fighting Instructions

None known.

Section #5 - EXPOSURE AND EFFECTS - INHALATION

Routes of Exposure - *Inhalation*

Vapor may cause irritation of nose, throat, and upper respiratory tract.

First Aid - *Inhalation*

Remove to fresh air. Get medical attention, if necessary.

SECTION #5 - EXPOSURE and EFFECTS - SKIN

Routes of Exposure - *Skin*

Prolonged and/or repeated contact may cause severe irritation.

First Aid - *Skin*

Wash immediately with water.

SECTION #5 - EXPOSURE and EFFECTS - EYES

Routes of Exposure - *Eyes*

Corrosive to eyes. May cause permanent eye injury.

First Aid - *Eyes*

Immediately flush eyes with low-pressure water. Remove contact lenses to insure a thorough flush and continue to flush with water for at least 15 minutes. Get immediate medical attention.

SECTION #5 - EXPOSURE and EFFECTS - INGESTION

Routes of Exposure - *Ingestion*

Harmful or fatal if swallowed. May cause severe irritation to mouth, throat, and gastrointestinal tract.

First Aid - *Ingestion*

Immediately drink water to dilute ingested material. Do not induce vomiting. Consult a physician immediately. Do not give liquids to an unconscious person.

SECTION #5 - MISCELLANEOUS TOXICOLOGICAL INFORMATION

Carcinogenicity: NTP: *No* IARC: *No* OSHA: *No*

SECTION #6 - REACTIVITY & POLYMERIZATION

Stability: *Stable*

4-30-91 Material Safety Data Sheet Revision *VANI-SOL (R) BOWL CLEANSE*	Page: *4* of *6* Rev. Date *09/01/90*

SECTION #6 - REACTIVITY & POLYMERIZATION Continued . . .

Conditions to Avoid

None.

Incompatible Materials

Bleach and alkalis. Corrosive to metals.

Hazardous Decomposition Products

None known.

Hazardous Polymerization: *Will not occur.*

SECTION #7 - SPILL, LEAK, & DISPOSAL PROCEDURES

Steps to be Taken in The Event of Spills, Leaks, or Release

Spills may be flushed to sewer with large quantities of water.

Waste Disposal Methods

Dispose of in accordance with local, state, and federal regulations.

Container Disposal: *Rinse thoroughly with water and detergent. Discard in regular trash collection.*

SARA Title III - Section 313 Supplier Notification:

This product contains the following chemicals subject to the reporting requirements of Section 313 of the Emergency Planning and Community Right-To-Know Act (EPCRA) of 1986 and of 40 CFR 372:

CAS #	Chemical Name	Percent of Mixture
7647-01-0	*HYDROCHLORIC ACID*	*23.0*

This information must be included on all MSDSs that are copied and distributed for this material.

JCLE-050

4-30-91 Material Safety Data Sheet Revision *VANI-SOL (R) BOWL CLEANSE*	Page: *5* of *6* Rev. Date *09/01/90*

SECTION #8 - SPECIAL PROTECTIVE MEASURES

Ventilation

None required.

Eye Protection

Wear eye protection when handling.

Skin Protection

Wear rubber gloves when handling.

Respiratory Protection

None required.

SECTION #9 - SPECIAL PRECAUTIONS - STORAGE & HANDLING

Storage & Handling Conditions

Danger: *Corrosive.*

Store in original container in areas inaccessible to small children. Keep securely closed away from heat or open flame in a well-ventilated area away from food or feed.

For use on vitrious toilets and urinals only.

SECTION #10 - SHIPPING INFORMATION

Proper Shipping Name: *Compound, cleaning, liquid*

Hazard Class: *Corrosive liquid*
DOT Identification Number: *NA1789*

ADDENDUM

NEW JERSEY WORKER AND COMMUNITY RIGHT TO KNOW ACT:

This EPA-registered product is exempt from the labeling requirements of the above act.

N.J.A.C. 8:59-5.5 #1

JDIS010
DISINFECTANT, GERMICIDAL CLEANER WEX-CIDE
#2108-00
3-28-91

Material Safety Data Sheet May be used to comply with OSHA's Hazard Communication Standard, 29 CFR 1910.1200. Standard must be consulted for specific requirements.	U.S. Department of Labor Revision Occupational Safety and Health Administration (Non-Mandatory Form) Form Approved OMB No. 1218-0072
IDENTITY (As Used on Label and List) *WEX-CIDE (EPA Req. #34810-8)*	Note: Blank spaces are not permitted. If any item is not applicable, or no information is available, the space must be marked to indicate that.

SECTION I

Manufacturer's Name *WEXFORD LABS, INC.*	Emergency Telephone Number *(314) 966-4134*
Address (Number, Street, City, State, and ZIP Code) *325 Leffingwell Avenue*	Telephone Number for Information *(314) 966-4134*
Kirkwood, MO 63122	Date Prepared *January 15, 1991*
	Signature of Preparer (optional) Saul I. Razig

SECTION II — Hazardous Ingredients/Identity Information

Hazardous Components (Specific Chemical Identity; Common Name(s))	OSHA PEL	ACGIH TLV	Other Limits Recommended	% (optional)
ortho-Phenylphenol (CAS #90-43-7)	*None established*	*None established*	*5 ppm (phenol)*	*6.73*
ortho-Benzyl-para-Chlorophenol (CAS #120-32-1)	"	"	*5 ppm (phenol)*	*5.76*

Section III — Physical/Chemical Characteristics

Boiling Point (PMCC)	Over 212°F	Specific Gravity (H_2O = 1)	1.08
Vapor Pressure (mm Hg.)	N/A	Melting Point	N/A
Vapor Density (AIR = 1)	N/A	Evaporation Rate (Butyl Acetate = 1)	N/A
Solubility in Water	100%	pH of Concentrate pH of Dilution	2.2 ± 0.2 2.7 ± 0.2

Appearance and Odor
Clear, transparent liquid with light citric odor.

Section IV — Fire and Explosion Hazard Data

Flash Point (Method Used)	Flammable Limits	LEL	UEL
NONE to Boiling	N/A	N/A	N/A

Extinguishing Media
Suitable to origin of fire.

Special Fire Fighting Procedures
NONE

Unusual Fire and Explosion Hazards
NONE

Section V — Reactivity Data

Stability	Unstable		Conditions to Avoid
	Stable	X	

Incompatibility (Materials to Avoid)
Strong alkalis

Hazardous Decomposition or Byproducts
NONE

Hazardous Polymerization	May Occur		Conditions to Avoid
	Will Not Occur	X	

JDIS010

Section VI — Health Hazard Data

Route(s) of Entry: Inhalation? *N/A* Skin? Ingestion?

Health Hazards (Acute and Chronic)
Not a primary skin irritant as this term is defined by the Federal Hazardous Substances Act. Not orally toxic as this term is defined by the Federal Hazardous Substances Act. Causes eye damage. Harmful if swallowed.

Carcinogenicity:	NTP?	IARC Monographs?	OSHA Regulated?
N/A	*N/A*	*N/A*	*N/A*

Signs and Symptoms of Exposure
Corrosive to eyes, mildly irritating to skin and respiratory tract.

Medical Conditions
Generally Aggravated by Exposure *None established.*

Emergency and First Aid Procedures *In case of contact, immediately flush eyes or skin with plenty of water for at least 15 min. For eyes, call a physician. Remove and wash contaminated clothing before reuse. If swallowed, drink promptly a large quantity of egg whites, gelatin-solution. If these are not available, drink large quantities of water. Avoid alcohol and call a physician.*

Section VII — Precautions for Safe Handling and Use

Steps to Be Taken in Case Material Is Released or Spilled

Pick up material spilled with wet vacuum pick-up, squeegee and pan, or mop. Flush area thoroughly with water. Allow to dry.

Waste Disposal Method
Through conventional sewage system.

Precautions to Be Taken in Handling and Storing
Store at room temperature. Do not leave containers open during storage. Wear goggles or face shield and rubber gloves when handling concentrate.

Other Precautions
NONE

Section VIII — Control Measures

<table>
<tr><td colspan="3">Respiratory Protection (Specify Type)
NONE</td></tr>
<tr><td rowspan="2">Ventilation</td><td>Local Exhaust
N/A</td><td>Special
NONE</td></tr>
<tr><td>Mechanical (General)
N/A</td><td>Other
NONE</td></tr>
</table>

Protective Gloves Recommended	Eye Protection Recommended

Other Protective Clothing or Equipment
None needed.

Work/Hygienic Practices
Keep out of reach of children. Do not get on skin or clothing. Protect eyes and skin when handling.

JCLE035 01/003/0020
CLEANER, GRAFFITI GEL
3-15-89

HAZARDOUS COMMUNICATION GUIDE

Material Safety Data Sheet

N/A = Not Applicable
N/D = No Data
N/E = Not Established

Supersedes: *10/20/86*

I. General Information

Date Revised: *12/9/88*

Chemical Name & Synonyms
N/A
Chemical Family
Engine degreaser (gelled)
Proper DOT Shipping Name
Consumer commodity 48580 Sub 3
Manufacturer
Crain Chemical Co., Inc.
Manufacturer's Address
P.O. Box 540995, Dallas, TX 75354

Trade Name & Synonyms
GEL GRAFFITI
Formula
N/A
DOT Hazard Classification
ORM-D
Manufacturer's Phone Number
214/358-3301
Chemtrec Phone Number
1-800-424-9300

II. Ingredients

Principal Hazardous Components	Percent	Threshold Limit Value (units) OSHA	ACGIH
Ethanol *CAS# 64-17-5*	*N/A*	*1000 ppm*	*1000 ppm*
Aromatic Hydrocarbon *CAS# 64742-06-9*	*N/A*	*100 ppm*	*100 ppm*
Chlorinated Hydrocarbon *CAS# 75-09-2*	*N/A*	*500 ppm*	*100 ppm*
Glycol Ethers *CAS# 111-76-2*	*N/A*	*50 ppm*	*25 ppm*

III. Physical Data

Boiling Point (°F)
N/A
Vapor Pressure (mm Hg.)
N/D
Vapor Density (Air = 1)
N/E
Solubility in Water
N/A
Appearance & Odor
Opaque, white gel/characteristic odor

Specific Gravity ($H_2O = 1$)
N/A
Percent Volatile By Volume (%)
77
Evaporation Rate (____ = 1)
N/A
pH
N/A

IV. Fire & Explosion Hazard Data

Flash Point (Test Method)
Flame projection 18" plus
Flammable Limits
Flammable
Extinguishing Media
CO_2, Foam
Special Fire Fighting Procedures
Self-contained breathing apparatus

Auto Ignition Temperature
N/E
LEL
N/E
UEL
N/E

Unusual Fire & Explosion Hazards
Do not expose aerosols to temperatures above 130°F or the container may rupture.

JCLE035 01/003/0020

HAZARDOUS COMMUNICATION GUIDE

V. Health Hazard Data

Threshold Limit Value	OSHA Threshold Limit Value	ACGIH Threshold Limit Value
50 ppm	*See Section II*	*See Section II*

Carcinogen - NTP Program	Carcinogen - IARC Program
Chlorinated hydrocarbon (animal data only)	*Same as (NTP)*

Symptoms of Exposure

Headaches, dizziness, irritation, burning (eyes), nausea, asphyxia and possible chemical pneumonitis if aspirated into lungs.

Medical Conditions Aggravated by Exposure

May aggravate existing eye, skin, or upper respiratory conditions.

Primary Route(s) of Entry

Inhalation

Emergency First Aid

Eyes: Flush with water for 15 minutes. If irritated, see physician. Skin: Wash with soap and water. If irritated, see physician. Inhalation: Move to fresh air. Resuscitate if necessary. Get medical aid. Ingestion: Do NOT induce vomiting. Call physician immediately.

VI. Reactivity Data

Stability		Unstable
	X	Stable
Incompatibility		
Hazardous Polymerization		May Occur
	X	Will Not Occur

Conditions to Avoid

Heat, sparks, welding arcs, open flames

Materials to Avoid

Strong oxidizing agents

Conditions to Avoid

None known

Hazardous Decomposition Products

CO_2, CO, HCL, Small amounts of phosgene and chlorine

VII. Environmental Protection Procedures

Spill Response

Absorb with suitable medium. Incinerate or land fill according to local, state, or federal regulations. Do not flush to sewer.

Waste Disposal Method

Aerosol cans, when vented to atmospheric pressure through normal use, pose no disposal hazards.

VIII. Special Protection Information

Eye Protection

Safety glasses recommended

Respiratory Protection (Specific Type)

If vapor conc. exceeds TLV, use respirator approved by U.S. Bureau of Mines for organic vapor.

Other Protection

None

Skin Protection

Neoprene gloves recommended

Ventilation Recommended

Adequate ventilation to keep vapor concentration below TLV.

JCLE035 01/003/0020

HAZARDOUS COMMUNICATION GUIDE

IX. Special Precautions

Hygienic Practices in Handling & Storage

Wash with soap and water before handling food. Do not puncture or incinerate containers. Do not store at temperatures above 130°F.

Precautions For Repair & Maintenance Of Contaminated Equipment

Remove all ignition sources i.e., heat, sparks, open flames, etc.

Other Precautions

Avoid food contamination. Keep out of reach of children. Remove ignition sources. Avoid breathing vapors.

JFL0030 01/009/0012
FLOOR FINISH, WAX, CAROUSEL 5-gal can
2-3-89

Material Safety Data Sheet

Required under USDL Safety and Health Regulations for Shipyard Employment (29 CFR 1915)

U.S.
Occupational Safety and Health Administration

11/4/86

OMB No 1216-0074
Expiration Date 03/31/86

Section I

Manufacturer's Name: MASURY-COLUMBIA

Emergency Telephone Number: 312/450-3184

Address (Number, Street, City, State, and ZIP Code):
2150 N. 15th Ave.
Melrose Park, IL 60160-1494

Chemical Name and Synonyms: N/A

Trade Name and Synonyms: Carousel Non-Buffable Floor Finish 25

Chemical Family: N/A

Formula:

Section II - Hazardous Ingredients

Paints, Preservatives, and Solvents	%	TLV (Units)	Alloys and Metallic Coatings	%	TLV (Units)
Pigments			Base Metal		
Catalyst			Alloys		
Vehicle			Metallic Coatings		
Solvents			Filler Metal Plus Coating or Core Flux		
Additives			Others		
Others					

Hazardous Mixtures of Other Liquids, Solids, or Gases	%	TLV (Units)
Ethylene glycol CAS #107-21-1	2	100

Section III - Physical Data

Boiling Point (°F)	~200°F	Specific Gravity (H_2O=1)	1.05
Vapor Pressure (mm Hg)	~20 mm	Percent Volatile by Volume (%) by weight	75%
Vapor Density (AIR=1)	N/A	Evaporation Rate ________ = 1	N/A

Solubility in Water: Soluble

Appearance and Odor: Milky liquid; bland odor

Section IV - Fire and Explosion Hazard Data

Flash Point (Method Used) *None*	Flammable Limits *N/A*	Lel	Uel

Extinguishing Media
N/A

Special Fire Fighting Procedures
N/A

Unusual Fire and Explosion Hazards
N/A

Section V - Health Hazard Data

Threshold Limit Value
See Section II

Effects of Overexposure
Possible eye irritation. Ingestion - possible nausea.

Emergency First Aid Procedures
Eyes - flush with water and call physician. Ingestion - give milk or water to drink. Call physician.

Section VI - Reactivity Data

Stability	Unstable		Conditions to Avoid *None*
	Stable	*X*	

Incompatibility (Materials to Avoid)
Disinfectants, detergents

Hazardous Decomposition Products
None

Hazardous Polymerization	May Occur		Conditions to Avoid None
	Will Not Occur	*X*	

Section VII - Spill or Leak Procedures

Steps to be Taken in Case Material is Released or Spilled

Take up with wet vacuum, rinse, take up again.

Waste Disposal Method
Follow local regulations. Approved landfill.

Section VIII - Special Protection Information

Respiratory Protection (Specify Type)
None necessary

Ventilation	Local Exhaust *For adequate ventilation*	Special
	Mechanical (General)	Other

Protective Gloves *None*	Eye Protection *None*

Other Protective Equipment
None

Section IX - Special Precautions

Precautions to be Taken in Handling and Storing
Do not freeze. Do not store at temperatures above 120°F.

Other Precautions
KEEP OUT OF REACH OF CHILDREN.

JFL0020
FLOOR FINISH, STRIPPER, SUPER GOLD, 5 GAL
6-11-90

Material Safety Data Sheet per 29 CFR 1900

PRODUCT IDENTIFICATION SECTION I

BRAND NAME: *MASURY-COLUMBIA*
PRODUCT NAME: *SUPER STRIPPER GOLD*
GENERAL USE: *Floor finish stripper*
DATE of ISSUE: *May 1, 1989*
EMERGENCY PHONE: *(312) 468-1288*
and CONTACT: *Technical Director*

MANUFACTURER: *Ivax Industries Division of Ivax Incorporated*
ADDRESS: *1140 E. 103rd St.*
Chicago, IL 60628

HAZARDOUS COMPONENTS SECTION II

2 -butoxyethanol . . . . *CAS# 111-76-2* *4-8%*
OSHA PEL/ACGIH TLV (TWA-skin) = 25ppm, 120mg/m^3
dermal g pig LS$_{50}$~ 230mg/kg; oral rat LD$_{50}$ = 470mg/kg

Potassium Hydroxide . . . . *CAS# 1310-53-3* . . . . *<5%*
OSHA PEL/ACGIH TLV (ceiling) = 2mg/m^3
dermal rabbit LD$_{50}$ > 1260mg/kg; oral rat LD$_{50}$ = 205mg/kg

Monoethanolamine . . . . *CAS# 141-43-5* . . . . *<5%*
OSHA PEL/ACGIH TLV (TWA) = 3ppm; 8mg/m^3
dermal rabbit LD$_{50}$ > 2100 mg/kg; oral rat LD$_{50}$ = 2100 mg/kg
dog LC$_{50}$ = 1mg/liter/7hr

PHYSICAL/CHEMICAL CHARACTERISTICS SECTION III

APPEARANCE: *Free-flowing, clear, gold-colored liquid*
ODOR: *Lt. solvent*
SPECIFIC GRAVITY: *~1.06 g/ml*
EVAPORATION RATE: *Unknown*
WATER SOLUBILITY: *Complete*

MELTING POINT: *~30°F*
BOILING POINT: *~210°F*
VAPOR PRESSURE: *~20 mm Hg.*
VAPOR DENSITY: *Like water*

FIRE & EXPLOSION DATA SECTION IV

FLAMMABILITY: *None*
FLASH POINT: *None*
OTHER FIRE/EXPLOSION HAZARDS: *None known*
HAZARDOUS COMBUSTION PRODUCTS: *Common oxides of carbon and nitrogen*
MEANS OF EXTINCTION: *Water, foam, CO$_2$, dry chemical*

LOWER EXPLOSION LIMIT: *None*
UPPER EXPLOSION LIMIT: *None*

REACTIVITY DATA SECTION V

CHEMICAL/PHYSICAL STABILITY: *Completely stable (at 40-110°F)*
POTENTIAL INCOMPATIBILITIES: *None known*
CONDITIONS TO AVOID: *Contact with strong acids*
HAZARDOUS DECOMPOSITION: *None known*
HAZARDOUS POLYMERIZATION: *None known*

HEALTH HAZARD DATA — SECTION VI

ROUTE(S) OF ENTRY: *Eyes, skin*
EFFECTS OF EXPOSURE: *MAY CAUSE BURNS to eyes or skin.*
CARCINOGENICITY: *None (per IARC, NTP, or OSHA)*
SIGNS/SYMPTOMS OF EXPOSURE: EYES/SKIN: *reddening, severe irritation*
INHALATION: *nausea, irritation*

AGGRAVATED MEDICAL CONDITIONS: *None known*

EMERGENCY: *Contact physician immediately in case of eye contact or ingestion or if any irritation persists.*
EYE/SKIN CONTACT: *Flush thoroughly with water*
INHALATION: *Remove to fresh air*

PRECAUTIONS FOR SAFE HANDLING & USE — SECTION VII

SPILLS or LEAKS: *Take up with dry absorbent or mop. Rinse promptly with water.*
WASTE DISPOSAL: *No known problems with sewer disposal of small and dilute quantities. RCRA Hazardous Waste #D0002 in concentrated form. Follow federal, state, and municipal regulations.*
SARA (section 313): *This product contains the following toxic chemical(s) subject to The Community Planning and Right-to-Know Act of 1986 (40 CFR 372):*
Glycol Ether(s) 4-8%
PROPER STORAGE: *Store indoors (40-110°F)*
OTHER CAUTIONS: *Keep out of reach of children.*
Floors are extremely slippery during use. Post signs.

CONTROL MEASURES & PERSONAL PROTECTION — SECTION VIII

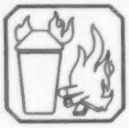
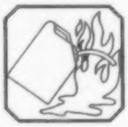
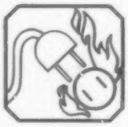
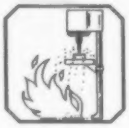
RESPIRATORY: *None is generally necessary*
VENTILATION: *Local as apparently necessary or preferred*
GLOVES: *Impervious type are necessary*
EYE PROTECTION: *Splash goggles required for handling concentrate*
CLOTHING: *Promptly change and wash in case of contact*
OTHER PROTECTION: *Follow normal industrial hygiene practices*
OTHER: *Typical uses cause extremely slippery floor. Use extra caution and post appropriate warning signs.*

Basic Workplace Safety and First-Aid Skills
Unit 3

Student Supplement 3—Using Portable Fire Extinguishers

All portable fire extinguishers are labeled with picture and shape symbols. Each of the shape symbols (triangle, square, circle, and star) contains the letter of the fire class for which the extinguisher is effective. The picture symbols not only illustrate what type(s) of fire the extinguisher may be used on, but also tell what class(es) of fire the extinguisher should **not** be used on. All of this information, as well as directions for using the extinguisher, are also printed on the extinguisher. However, when a fire is discovered, speed is important, and, as the saying goes, "a picture is worth a thousand words." You should learn to be able to glance at the symbols on an extinguisher and know immediately whether the extinguisher is appropriate for the fire on hand.

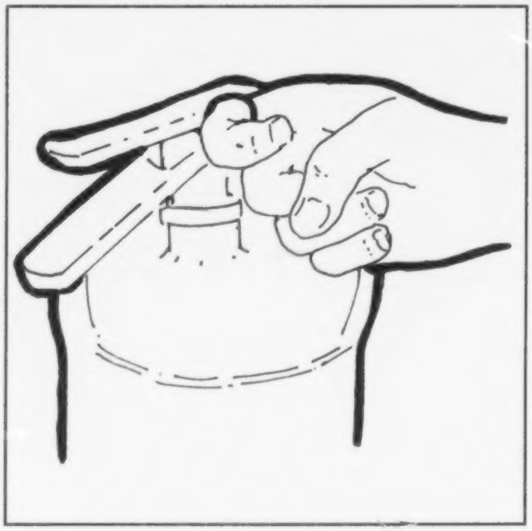
Below are examples of fire-class shape symbols and their meanings, and examples of extinguisher picture symbols and their meanings.

Class A • Ordinary combustibles A (Green) 	**Class B** • Flammable liquids and gases B (Red) 
Class C • Live electrical equipment C (Blue) 	**Class D** • Combustible metals D (Yellow) 

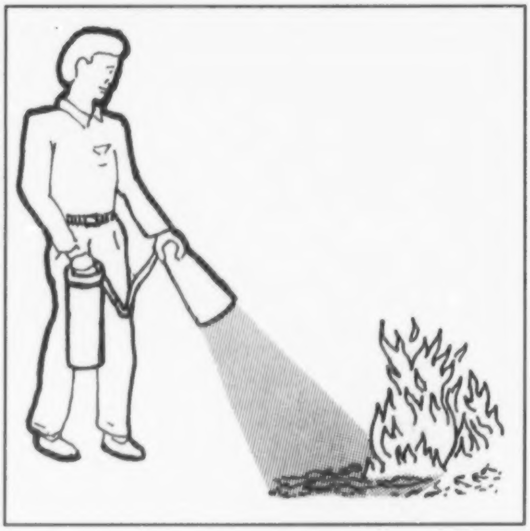
Student Supplement 3

Remember the P-A-S-S sequence when using a portable fire extinguisher.

1. **P**ull the pin.

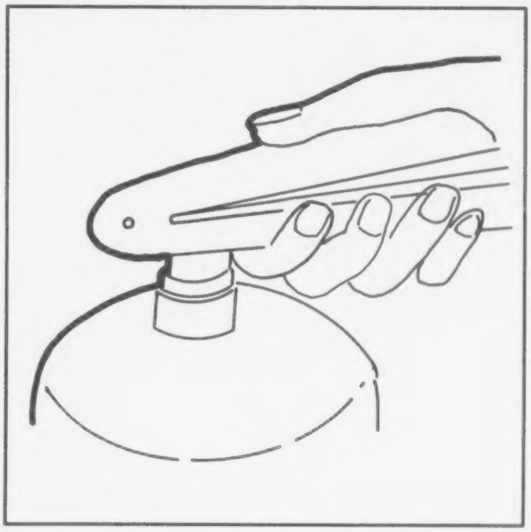


2. **A**im the nozzle at the base of the fire.

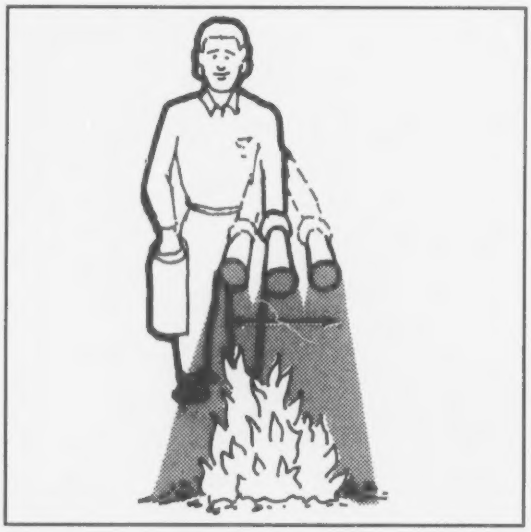


Student Supplement 3

3. **S**queeze the handle.

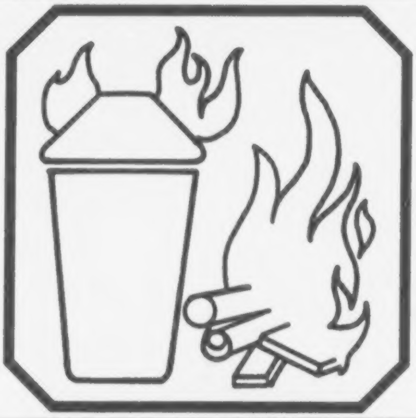
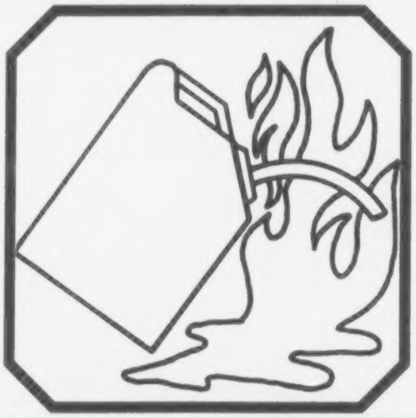
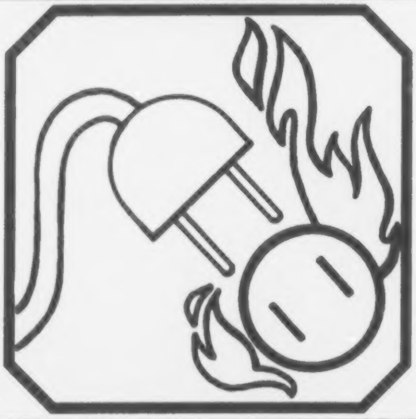


4. **S**weep the nozzle.



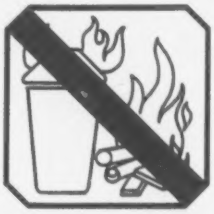
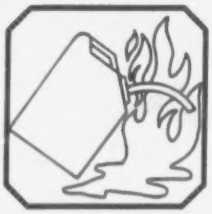
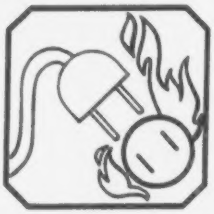
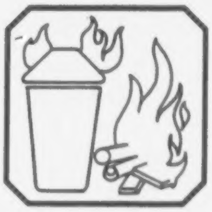
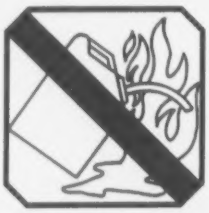
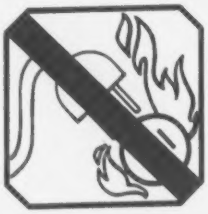
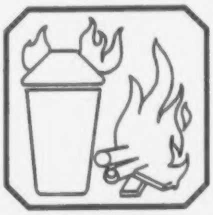
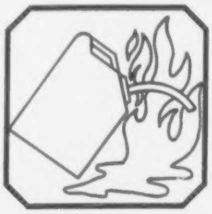
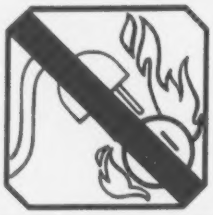
Basic Workplace Safety and First-Aid Skills
Unit 3

Student Supplement 4—Extinguisher Markings for Extinguishers Suitable for Use on Class A, B, or C Fires

Ordinary A combustibles (Green)	
Flammable B liquids (Red)	
Electrical C equipment (Blue)	

Basic Workplace Safety and First-Aid Skills
Unit 3

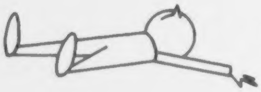
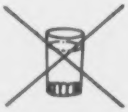
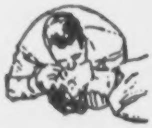
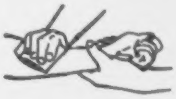
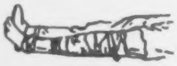
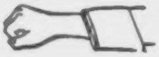
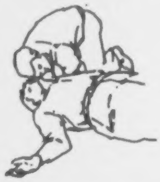
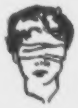
Student Supplement 5—Extinguisher Markings Indicating Extinguishers Unsuitable for Use on Class A, B, or C Fires

			Picture symbols for extinguishers suitable for Class B and C fires, but **not** for Class A fires.
			Picture symbols for extinguishers suitable for Class A fires, but **not** for Class B and C fires.
			Picture symbols for extinguishers suitable for Class A and B fires, but **not** for Class C fires.

Basic Workplace Safety and First-Aid Skills
Unit 3

Student Supplement 6—General Directions for Giving First Aid

American Red Cross

Keep the injured person lying down.  Do not give liquids to an unconscious person.  Restart breathing with mouth-to-mouth artificial respiration.  Control bleeding by pressing on the wound.  Dilute swallowed poisons and call the Poison Control Center. Keep broken bones from moving.  Cover burns with thick layers of cloth.  Keep heart-attack cases quiet and give cardiopulmonary resuscitation (CPR) if it is necessary  and if you have been trained. Keep a fainting victim lying flat. For eye injuries, pad and bandage both eyes.  Always call a doctor.

For more information about these and other lifesaving techniques, contact your Red Cross chapter.

American Red Cross poster

Courtesy of the American Red Cross, Washington, D.C.

Basic Workplace Safety and First-Aid Skills
Unit 3

Student Supplement 7—The Heimlich Maneuver—First Aid for Choking

A CHOKING ADULT

Someone who is choking and cannot breathe has just four minutes before death or permanent brain damage takes place. Thousands of adults and children die from choking each year. Fortunately, in 1973, Dr. Henry Heimlich created a life-saving technique to help choking victims. The Heimlich maneuver is so simple to learn that an 8-year-old child was reported to have saved the life of his older brother by using this technique.

Recognize choking

Most often, adults begin choking while they are eating. Instinctively, people who are choking clutch at their throats. A person who is choking cannot talk to you, but if you ask someone who is clutching his or her throat "Are you choking?" in most cases the person can nod his or her head "yes." There are three other symptoms of choking. First, the person has trouble speaking or breathing. Second, the skin turns pale or bluish. Finally, the victim loses consciousness.

A person who is choking may feel somewhat embarrassed and may try to leave the room. Obviously, this can be dangerous—if the person should black out with no one there, he or she could die in a matter of minutes. Never allow a choking victim to leave the room alone.

How to do the Heimlich maneuver

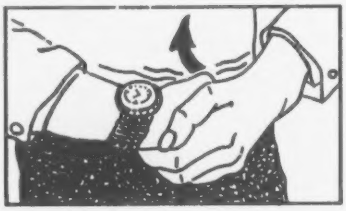
The Heimlich maneuver can be done in different ways, but it always depends on a quick upward thrust into the choking victim's abdomen. This movement forces air out of the lungs suddenly, which then forces the food or object out of the windpipe.

Most commonly, the victim is standing. If you are the rescuer, stand behind the victim and circle his or her waist with your arms. Make a fist (your thumb knuckle will stick up somewhat like a knob). Place the knob just above the person's navel. Hold your fist tightly with your other hand, and make quick, strong, upward thrusts into the victim's abdomen. Repeat the movement until the foreign object is dislodged and the person is able to breathe freely. (If the food or object does not fall out of the person's mouth, remove it carefully by hand to avoid re-inhaling.)

LEARN
FIRST
AID
Today:
Heimlich
Maneuver

To avoid rib injuries, use only your hands when helping the victim. Do not squeeze with your arms in a "bear hug." If the victim is sitting, you can perform the maneuver the same as you would if he or she were standing. If the victim is lying on the floor, make sure he or she is rolled face up. Then, kneel with your legs on either side of the victim and perform the upward thrusts. (This approach works well for rescuers who are small or relatively weak.)

In the past 15 years, the Heimlich maneuver has saved thousands of lives. It takes only a few minutes to learn and may be the most valuable skill you will ever learn.



Make a fist with one hand, place the thumb against the abdomen, and make quick upward thrusts until the food or object is forced out of the windpipe.

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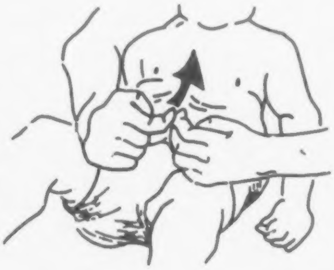
Student Supplement 7

A CHOKING CHILD

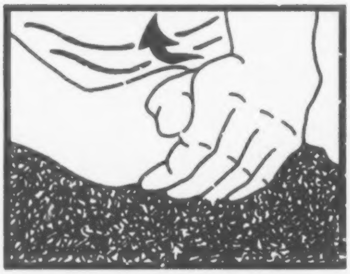
Small children are curious and often put things in their mouths. It is easy for a child to choke on a piece of food or a part of a toy. Often, coughing will force the object out of the child's throat, but sometimes, natural reactions are not enough. Within only four minutes after a child or adult stops breathing, death or permanent brain damage takes place. Fortunately, Dr. Henry Heimlich invented a way to save people who are choking. It is called the Heimlich maneuver, and is so easy to learn that even small children have used it to save people's lives.

Recognize a choking child
A choking child may grab her throat. She will probably look terrified. If she is an older child, ask "Are you choking?" Even if she can't speak, she may be able to nod her head "yes." If a child is unconscious and not breathing (and you see no signs of physical injury) she may be choking.

How to do the Heimlich maneuver
The Heimlich maneuver can be done in different ways, but it always depends on quick upward thrusts to the abdomen. This forces air out of the lungs suddenly, which then forces the food or object out of the windpipe. When a child is choking, never try to remove the object by hand, or slap the child on the back. This can actually force the item further into the throat and may waste valuable time.



When a young child is choking, use your fingers to push up firmly and quickly into the child's abdomen. This should force the object out of the windpipe.



When you do the Heimlich Maneuver on an older child, use your fist to perform the thrust.

Infants and young children
Place the child on your lap with his back to you. Put your index and middle fingers of both hands on the child's abdomen, slightly above the navel. Make sure your hands are not touching the rib cage. Make quick, firm thrusts upward into the child's abdomen. You may need to make as many as six thrusts, or it may take just one or two. You'll know the maneuver has worked if the child is now crying or breathing easily and his skin loses its bluish color. The food or object often pops out of the victim's mouth, but if it has not done so, remove it carefully yourself. (The same procedure can be performed with the child lying on his back on the floor.)

Older children
When you do the Heimlich maneuver on an older child, use your fist instead of your fingers to perform the thrust. The child can be standing, sitting, or lying down. First make a fist (your thumb knuckle will stick up like a knob). Place the knob just above the child's navel. Hold your fist tight with your other hand, and make quick upward thrusts into the child's abdomen.

Prevent choking
Never let your child run or play while eating. Don't let small children play with marbles or toys that have parts small enough to swallow. Never feed nuts to small children. Choking is very common in children, but in many cases, it *can* be prevented.

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Basic Workplace Safety and First-Aid Skills
Unit 3

Assignment Sheet 1—Interpret Material Safety Data Sheets

Name ______________________________ Overall rating __________

Evaluation criteria	Rating
• Directions have been followed.	______
• All questions have been answered correctly.	______

Introduction

It is important not only that all employees have access to MSDS report forms, but also that all employees know how to read and interpret the data on those forms.

Exercise

Directions

Review the material in Objective 4 of the information sheet, and locate and study the information presented in Student Supplement 1, "Guidelines for Interpreting Material Safety Data Sheets."

Next, locate and study the MSDSs presented in Student Supplement 2, "Sample MSDSs." Use the MSDSs in Student Supplement 2 to answer the following questions. Write your answers on the blanks provided below each item.

MSDS 1—Vani-Sol®

1. What special hazard is posed by this product?

   ____

2. What is this product used for?

   ____

3. What does this product look like?

   ____

4. How many hazardous ingredients does this product contain?

   ____

Assignment Sheet 1

5. Which hazardous ingredient makes up the greatest percent of the product?

____

6. To what temperature must this product be raised before it will ignite?

____

7. What symptoms might a person develop after inhaling this product?

____

____

8. How may this product affect the skin?

____

____

9. How may this product affect the eyes?

____

____

10. What may happen if this product is ingested?

____

____

11. Is this product suspected of causing cancer?

____

12. What other products should **not** be used with this product?

____

13. Is this product harmful in a nonventilated area?

____

Assignment Sheet 1

14. What kind of protective clothing should be worn when using this product?

15. How should this product be stored?

MSDS 2—Wex-Cide®

1. What is this product used for?

2. How many hazardous ingredients does this product contain?

3. What does this product look like?

4. What does this product smell like?

5. Does this product pose a fire or explosion hazard?

6. What other products should **not** be used with this product?

7. What health hazards may be caused by this product?

8. What first-aid treatment should be used if this product is ingested?

Assignment Sheet 1

9. What are the signs and symptoms of overexposure to this product?

____

____

10. How should this product be cleaned up if spilled?

____

____

____

11. How should the eyes and skin be protected when using this product?

____

____

12. How should this product be stored?

____

MSDS 3—Gel Graffiti®

1. What is this product used for?

____

2. What is the main ingredient in this product?

____

3. What does this product look like?

____

4. What percentage of this product is volatile (capable of exploding)?

____

Assignment Sheet 1

5. What extinguishing agents should be used on fires created by this product?

____

6. What may happen if aerosol containers of this product are exposed to temperatures higher than 130°F?

____

7. What is the TLV for this product?

____

8. Are any of the ingredients in this product suspected of causing cancer? Explain.

____

____

____

9. What is the primary way in which this product enters the body?

____

10. What are the symptoms of overexposure to this product?

____

____

____

11. What first-aid measure should **not** be taken if this product is ingested?

____

12. What conditions should be avoided when using this product?

____

____

Assignment Sheet 1

13. What products should you avoid using with this product?

____

____

14. How should you dispose of this product?

____

____

____

15. What special protective measures should you take when using this product?

____

____

____

16. What special hygiene precautions should you take when using this product?

____

____

MSDS 4—Carousel®

1. What is this product used for?

____

2. What is the hazardous material used in this product?

____

3. What does this product look and smell like?

____

4. What may be the effects of overexposure to this product?

____

Assignment Sheet 1

5. What first-aid measures should be taken for ingestion?

____

6. What other products should **not** be used with this one?

____

7. How should this product be cleaned up if spilled?

____

8. What method may be used to dispose of this product?

____

9. What protective clothing is necessary when handling or using this product?

____

10. What precautions should be taken when handling or storing this product?

____

____

MSDS 5—Super Gold®

1. What is this product used for?

____

2. What three hazardous ingredients does this product contain?

____

____

____

3. How were the PEL and TLV levels of these ingredients determined?

____

____

Assignment Sheet 1

4. What does this product look like?

5. What conditions should be avoided when using this product?

6. What are the primary health hazards associated with this product?

7. May this product be disposed of in the sewer system? Explain.

8. When should eye protection be used when handling this product?

9. How should this product be stored?

Basic Workplace Safety and First-Aid Skills
Unit 3

Assignment Sheet 2—Interpret Portable Fire-Extinguisher Symbols

Name ______________________________ Overall rating __________

Evaluation criteria	**Rating**
• Directions have been followed.	_____
• All answers are correct.	_____

Introduction

When a fire occurs, it is very important not only to be able to size-up and identify the type of fire, but also to choose an extinguisher that will be effective in putting out the fire.

Exercise

Directions

Review the material presented in Objective 14 of the information sheet, and locate and study the information presented in Student Supplements 3 through 5.

Next, read and follow the directions with each item below.

1. Match extinguisher picture symbols with the extinguisher's intended applications. Write the correct numbers on the blanks.

_____a. Class A and B fires but not Class C fires

_____b. Flammable liquids

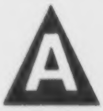
_____c. Class B and C fires but not Class A fires

_____d. Ordinary combustibles

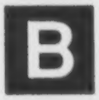
_____e. Class A fires but not Class B and C fires

_____f. Electrical equipment

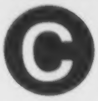
1.



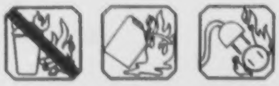
2.



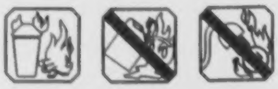
3.



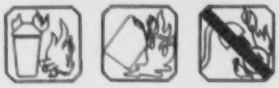
4.



5.

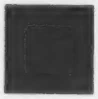


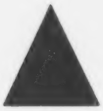
6.

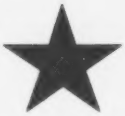


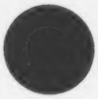
Assignment Sheet 2

2. Write on the blank the correct fire-class letter that would appear in the center of each of the following extinguisher symbol shapes. Below each shape write the color associated with the shape.

______a. 

______b. 

______c. 

______d. 

3. Complete fire-extinguisher general operating instructions that follow the letters P-A-S-S.

a. **P** ______________________________

b. **A** ______________________________

c. **S** ______________________________

d. **S** ______________________________

Basic Workplace Safety and First-Aid Skills
Unit 3

Assignment Sheet 3—Analyze Scenarios to Determine Correct Workplace Safety Practices

Name ______________________________ Overall rating ____________

Evaluation criteria	Rating
• Directions have been followed.	______
• All questions are answered.	______
• Content is relevant and shows an understanding of workplace safety.	______

Introduction

Developing good workplace safety habits is very important for all employees. A safe workplace means fewer employee and customer injuries, fewer days lost from work, and a good reputation in the hospitality and tourism industry. When customers feel that the workplace is safe and secure they will return to your business. They are also likely to recommend your business to others. Working safe is good sense.

Exercise

Directions

Review Objectives 2 through 17 in the information sheet, and then read the following scenarios and answer the questions that follow.

Scenarios

1. Joan is vacuuming a guestroom one morning when a long piece of string that was under the bed becomes entangled in the vacuum brush. Joan pulls at the string, but it will not easily unwind from the brush, so she turns the vacuum on its side and uses a hairpin to free the string.

   Were Joan's actions safe? If not, why?

   ____

   ____

   ____

   ____

Assignment Sheet 3

2. Tim and Elaine like to play "beat the elevator." When Elaine takes the elevator up or down, Tim runs up or down the stairs to see if he can beat the elevator to its floor.

   What safety rule does Tim's and Elaine's game break?

   ____

   ____

   ____

   ____

3. Jane drops and breaks a glass as she is cleaning the breakroom. She picks up the larger pieces with her hands, and throws them in the wastebasket—which she will empty when she is finished. She then dampens a paper towel to get up the smaller fragments.

   Did Jane pick up and dispose of the broken glass properly? If not, why?

   ____

   ____

   ____

   ____

4. Fifty-seven-year-old Eldridge Clemson has been asked to move the baby grand piano in the Twilight Lounge. The piano is on wheels, so Eldridge decides to push it a little at a time to the other corner of the room. Midway across the room, Eldridge collapses with a heart attack.

   Could Eldridge's accident have been avoided? If so, how?

   ____

   ____

   ____

   ____

Assignment Sheet 3

5. Alissa is cleaning the conference room after it has been used. She notices that one of the ceiling-to-floor drapes has become unhooked from its curtain rod. There is a low, heavy end table in front of the drapes, so Alissa pulls over a sturdy chair and places it as close to the table as possible. When she steps up on the chair to rehook the drape, she finds that she has to really stretch to reach the hook. She leans too far out, unbalances, and falls onto the corner of the end table, breaking a rib.

   Could Alissa's accident have been avoided? If so, how?

   ____

   ____

   ____

   ____

   ____

   ____

   ____

6. Andrew is returning a room-service tray and spills some juice on the tile floor before the elevators. Because his arms are loaded, he continues to the kitchen before cleaning up the juice. When he returns to the spill, a customer has slipped on it and injured herself.

   Could this accident have been avoided? If so, how?

   ____

   ____

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   ____

   ____

   ____

   ____

Assignment Sheet 3

7. Anthony is a valet who is asked to park a brand-new convertible sports car. He and his friend Joel, who is also a valet, drive the car to the end of the hotel's parking lot, where they spot some girls walking in the shopping district nearby. They pretend the car is theirs and show off by honking the horn, turning on the car radio, and revving up the engine. In the process, they rear-end another car, and Joel breaks his wrist. Both employees are fired from their jobs.

   What safety rules were Anthony and Joel breaking?

   ____

   ____

   ____

   ____

   Do you think Anthony and Joel should have been fired? Why or why not?

   ____

   ____

   ____

   ____

8. Tina is cleaning up hurriedly after a busy evening in the hotel lounge. She empties all of the ashtrays into the proper metal container and prepares to leave when she spots an ashtray that she neglected to empty. She hurriedly empties the ashtray into a nearby wastebasket and cleans the ashtray quickly with a paper napkin from the bar, throwing the napkin into the wastebasket, too. Later that night, fire breaks out in the lounge, causing the evacuation of the hotel and thousands of dollars of damage. Fortunately, no one is injured.

   What safety practice did Tina fail to follow?

   ____

   ____

   ____

   ____

Assignment Sheet 3

Should Tina's carelessness cost her her job? Why or why not?

9. Todd and Nancy are working over the holidays at a ski resort. During a break, they take food trays from the kitchen, ride the lift to the top of the novice slope, and slide down on the trays. Nancy strikes a 10-year-old resort guest and breaks his leg.

What safety rules were Todd and Nancy breaking?

If you were their supervisor, how would you discipline Todd and Nancy?

Basic Workplace Safety and First-Aid Skills
Unit 3

Assignment Sheet 4—Determine Basic First-Aid Measures for Emergency Situations

Name ______________________________ Overall rating __________

Evaluation criteria	**Rating**
• Directions have been followed.	______
• Content is relevant and well organized.	______

Introduction

Though safety consciousness reduces accidents, they—and illness—are still bound to occur wherever people gather. As an employee with the hospitality and tourism industry, you must be able to know what general steps to take in an emergency and you should be able to assist accident and illness victims with basic first-aid techniques until professional medical help arrives.

Exercise

Directions

Review Objective 18 in the information sheet and study the information in Student Supplement 6, "General Directions for Giving First Aid," and Student Supplement 7, "The Heimlich Maneuver—First Aid for Choking." Then, read the accident scenarios below and write the emergency and first-aid actions you would take.

Scenarios

1. Martin, one of the members of your housekeeping team, runs over the vacuum-cleaner cord with the vacuum. The cord gets tangled in the vacuum and its insulation is torn off. The vacuum is now conducting electricity through Martin, who still holds its handle. What emergency and first-aid measures should you take?

____

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Assignment Sheet 4

2. A middle-aged, obese guest has spent most of the morning by the hotel swimming pool. He rises from his chair and collapses. His face is beet red and hot, yet he is not perspiring. His pulse is weak and rapid. What is likely to be the trouble with this guest, and what emergency and first-aid measures should you take?

3. Five-year-old Melissa and her mother are members of your tour group. When Melissa stoops to smell the flowers in a flower bed, she is stung on the cheek by a bee. She is screaming and crying, but you do not see any signs of allergic reaction. Her mother asks you for help. What emergency and first-aid measures should you take?

Assignment Sheet 4

4. Sandy spills hot coffee on herself while in the employee break area. The burn has penetrated the skin on her lower arm and wrist, and the area is beginning to swell and blister. She is screaming and in extreme pain. What emergency and first-aid measures should you take?

Assignment Sheet 4

5. You deliver a room-service tray to a guest and stay a moment to answer some questions the guest has about breakfast service. While you are talking, the guest—who has begun eating—suddenly clutches his throat. You ask him if he is choking, but he cannot talk. He tries to rise from his chair, and his skin starts to become blue. What emergency and first-aid measures should you take?

6. A young guest dives from the diving board and strikes her head on the edge of the pool. She is conscious, but her forehead is bleeding heavily and she seems to be in shock. What emergency and first-aid measures should you take?

Assignment Sheet 4

7. You are the tour guide on a bus tour of a local city. An elderly guest suffers a heart attack while on the bus. What emergency and first-aid measures should you take?

8. A customer on the way to your travel agency has just accidentally shut his ten-year-old child's fingers in the car door. When he brings the child into the agency, she is screaming and her fingers are swelling and red on either side of a white crease where the door closed on them. The skin has not been broken. What emergency and first-aid measures should you take?

Assignment Sheet 4

9. An employee, who is changing a light bulb in one of the front-entrance fixtures, falls from the ladder into the shrubbery below. He is not otherwise injured by the fall, but he has fallen onto the light globe he was holding and cut his arm severely. Blood is rapidly and rhythmically spurting from the wound. What emergency and first-aid measures should you take?

Assignment Sheet 4

10. An elderly client falls over a concrete stanchion in the parking lot of your business. She cannot get up. She seems disoriented and is shivering, yet it is a warm day. You suspect that she has broken her hip. What should you do?

Basic Workplace Safety and First-Aid Skills
Unit 3

Job Sheet 1—Lift a Heavy Object Properly

Name ______________________________ Date ______________

Attempt __________ Overall rating __________

Evaluation criteria	**Rating**
• Load was safely lifted.	______
• Load was safely carried and set down.	______

Note: When you are ready to perform this task, ask your instructor to observe the procedure and rate your performance using the above criteria.

Introduction

The number-one worker injury in America today is back strain or injury. Most of these injuries come from trying to lift an object that is too heavy or from lifting an object improperly. It is very important, therefore, that you learn to assess the weight of a load to be lifted, and either get help to lift the load or lift the load properly, using your leg muscles, not your back.

Equipment and Materials

- Large, heavy box
- Gloves
- Lower-back support belt

Procedure

☐ 1. Put on gloves and lower-back support belt.

☐ 2. Size up the load.

☐ 3. Place your feet close to the object and 8 to 12 inches apart for good balance.

☐ 4. Bend your knees to a degree that is comfortable.

☐ 5. Grip the box firmly with both hands.

Job Sheet 1

☐ 6. Keeping your back straight and using your leg muscles, lift the box to waist height and hold close to your body.

> **Caution: Do not make any turning or twisting motions until the lift is complete.**

☐ 7. Turn by changing foot position, making sure that your path is clear.

☐ 8. Carry the box to the new location, using a normal walking gait and keeping your view unobstructed.

☐ 9. Reverse the lifting procedure to set the box down, taking care to bend your knees, keep your back straight, and avoid setting the box on your fingers or feet.

Evaluator's comments: ____________________

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____

____

Basic Workplace Safety and First-Aid Skills
Unit 3

Job Sheet 2—Place and Climb a Ladder Safely

Name ______________________________ Date ______________

Attempt __________ Overall rating __________

Evaluation criteria	Rating
• Ladder was picked up correctly and safely.	_____
• Ladder was carried correctly and safely.	_____
• Ladder was placed correctly and safely (1 foot from wall for every 4 feet of ladder height; at least three rungs above work)	_____
• Ladder was climbed and descended safely.	_____

Note: When you are ready to perform this task, ask your instructor to observe the procedure and rate your performance using the above criteria.

Introduction

To avoid falls and strains, correct and thoughtful placement of a ladder is very important. The ladder should be lifted correctly, and placed so that its base is at least a foot from the wall for each 4 feet of height. The ladder should also be placed close enough to the work so that the user does not need to stretch to reach the work.

Equipment and Materials

- One 12-foot straight ladder
- Class member to heel ladder

Procedure

☐ 1. Kneel beside the ladder, facing its top at about midpoint, knee closest to ladder on the ground.

☐ 2. Reach across the ladder and grasp the rung opposite close to the far siderail.

☐ 3. Stand up—using your legs, not your back.

☐ 4. As you stand, pivot toward the other end of the ladder, slip your free arm between convenient rungs, and lift the ladder so that its top beam rests on your shoulder.

Job Sheet 2

☐ 5. Carry the ladder to the work area, taking care to avoid bumping it into anything or anyone.

☐ 6. Check the work area for overhead electrical obstructions.

☐ 7. Slip the ladder from your shoulder, and rest it against the wall.

8. Adjust the ladder placement:

  ☐ a. Shoes are secure on a flat surface

  ☐ b. Base is approximately 1 foot from the wall for each 4 feet of ladder height

  ☐ c. Top of ladder is at least three rungs above the work

☐ 9. Ask a classmate to heel the ladder.

10. Climb the ladder to the work:

  ☐ a. Facing the ladder,

  ☐ b. Hands on rungs or siderails, and

  ☐ c. Feet squarely on rungs.

11. Descend the ladder:

  ☐ a. Facing the ladder,

  ☐ b. Hands on rungs or siderails, and

  ☐ c. Feet squarely on rungs.

Evaluator's comments: ______________________________

____

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____

Basic Workplace Safety and First-Aid Skills
Unit 3

Job Sheet 3—Operate a Fire Extinguisher

Name ______________________________ Date ______________

Attempt __________ Overall rating __________

Evaluation criteria	Rating
• Extinguisher was carried properly.	______
• User was within stream reach of fire.	______
• P-A-S-S sequence was followed.	______
• Fire was completely extinguished.	______

Note: When you are ready to perform this task, ask your instructor to observe the procedure and rate your performance using the above criteria.

Introduction

Using a portable fire extinguisher properly requires more than simple manipulation. You must always size up the fire and decide whether it can be extinguished with an extinguisher. If the fire is too large or too smoky, call the fire department. If the fire is small enough to be extinguished with an extinguisher, always fight it with your back to a means of escape.

Equipment and Materials

- Portable fire extinguisher suitable for a Class A fire
- *Small* Class A fire in clear, safe area
- Charged hose (hose hooked up to a water source and with water in the hose) or another secondary means of extinguishment for backup

> **Caution: This procedure should only be performed outdoors on a windless day and only under the direct supervision of your instructor.**

Procedure

☐ 1. Pick up the fire extinguisher by its handle.

Note: *All* modern fire extinguishers are designed to be used in an *upright* position.

Job Sheet 3

☐ 2. Read the fire extinguisher label to determine proper stream reach.

Note: *Stream reach* is the distance the extinguishing agent is propelled. Stream reach varies with extinguisher, and may range from 3 to over 20 feet. Normally, the smaller the extinguisher, the shorter the stream reach.

☐ 3. Walk—do not run—to within stream reach of the fire.

☐ 4. **Pull** the pin at the top of the extinguisher that keeps the handle from being pressed.

Note: Pulling the pin automatically breaks the plastic or thin wire inspection band.

☐ 5. **Aim** the nozzle toward the fire, first releasing it from its clip if applicable.

☐ 6. **Squeeze** the discharge handle (above the carrying handle) to release the extinguishing agent.

Note: The discharge handle can be released at any time to stop the discharge.

☐ 7. **Sweep** the nozzle back and forth at the base of the flames.

☐ 8. After the fire appears to be out, probe for remaining hot spots.

☐ 9. Make sure the fire is out by extinguishing any hot spots.

Evaluator's comments: ____________________________________

____

____

____

Basic Workplace Safety and First-Aid Skills
Unit 3

Job Sheet 4—Demonstrate the Heimlich Maneuver for an Adult Choking Victim

Name ______________________ Date ____________

Attempt ____________ Overall rating ____________

Evaluation criteria	**Rating**
• Procedure was performed at proper speed.	______
• Hands were positioned accurately.	______
• Procedure was performed smoothly (performed from memory).	______

Note: When you are ready to perform this task, ask your instructor to observe the procedure and rate your performance using the above criteria.

Introduction

A foreign body or obstruction of a person's airway usually occurs during a meal, with meat the most common cause of choking. Other factors that contribute to choking incidents are

- Drinking excessive amounts of alcohol before and during a meal,
- Trying to eat large pieces of food, particularly if the individual wears dentures, and
- Talking and laughing with the mouth full.

A victim with complete obstruction of the airway cannot talk or cough and usually grasps his or her throat in a universal reaction to choking. A victim suffering partial obstruction may be coughing, choking, wheezing, turning blue, or exhibiting a combination of these symptoms as well as displaying the universal distress signal.

Equipment and Materials

- CPR dummy

> **Caution: Do not perform this maneuver on a fellow student or co-worker. Injury may result. Use a CPR dummy for practice.**

Procedure

☐ 1. Ask, "Are you choking?"

☐ 2. *If* the victim can speak or is coughing, stand back and allow the victim to continue to try to dislodge the obstruction.

Job Sheet 4

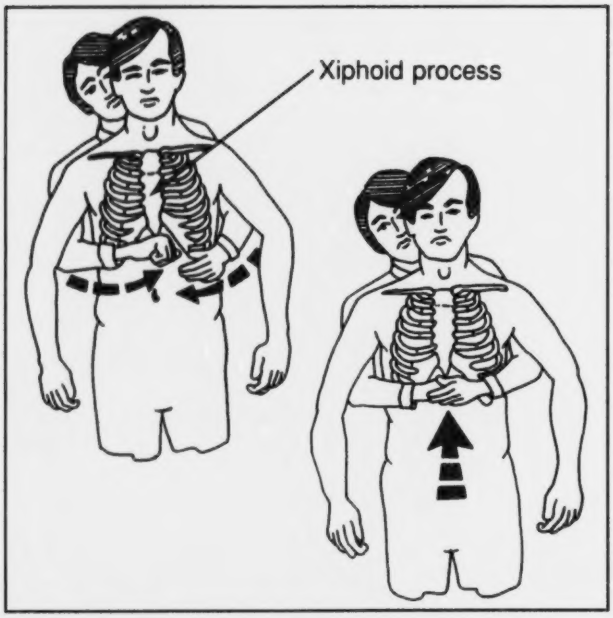
3. *If* the victim cannot cough or speak, apply the Heimlich maneuver to dislodge the object obstructing the airway.

☐ a. Stand behind a standing or sitting "victim" (CPR dummy), and wrap your arms around the victim's waist.

☐ b. Make a fist with one hand, and place the thumb side of your fist against the victim's abdomen, slightly above the naval and well below the xiphoid process (Figure 1).

> **Caution: .Correct hand position is very important. Compressing the xiphoid process can result in broken ribs that can lacerate the lungs or other internal organs.**

Figure 1



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Job Sheet 4

☐ c. Grasp your fist with your other hand, and press the fist into the victim's abdomen 6 to 10 times with quick, inward and upward thrusts.

Note: Each thrust should be delivered with the intent of releasing the airway obstruction.

Evaluator's comments: ____________________________________

____

____

____

Workplace Security Skills
Unit 4

Objective Sheet

Unit objective

After completing this unit, the student should be able to apply security skills in the hospitality and tourism workplace. The student will demonstrate these competencies by completing the assignment sheet and scoring a minimum of 85 percent on the written test.

Specific objectives

After completing this unit, the student should be able to

1. Match to their correct definitions terms associated with workplace security.
2. Complete statements about the employee's role in maintaining workplace security.
3. List security practices for protecting hotel guests and their possessions.
4. Complete statements about security practices for protecting your employer's possessions.
5. List security practices for protecting yourself and your possessions at the workplace.
6. Correct false statements about guidelines for handling a breach of security.
7. List suspicious behaviors to look for during customer security surveillance.
8. Correct false statements about guidelines for preventing burglaries and robberies.
9. List guidelines for preventing violence during a robbery.
10. Analyze scenarios to determine correct security practices. (Assignment Sheet 1)

Workplace Security Skills
Unit 4

Suggested Activities

Instructional plan

Preparation

- Review unit and plan presentation. Study the specific objectives to determine the order in which you will present the objectives.

  Review the unit introduction and teaching suggestions included in the delivery and application section below, and plan classroom activities. Also note the suggestions for media and supplemental materials.

  Plan your presentation to take advantage of student learning styles and to accommodate special-needs students.
- Obtain films, videotapes, and other media to supplement instruction of this unit. See ordering information in the suggested resources section.
- Select teacher components (written test, student evaluation form, teacher supplements) you want to distribute to your students. Copy and prepare these components for distribution.
- Prepare the classroom by putting up posters and charts and displaying articles and other references related to the objectives of this unit.

Delivery and application

Unit introduction

The skill areas appearing in bold-face type in the unit introduction and teaching suggestions refer to the academic and workplace skills identified by the American Society of Training and Development (ASTD) and the U.S. Department of Labor. These have been adapted by MAVCC.

- Provide students with objective sheet. Discuss unit and specific objectives.
- Survey the class to find out their knowledge of hotel and travel-business security practices, and their perceptions regarding the need for both personal and business security. Find out if students have ever been in or worked in a business during a breach of security (theft, burglary, armed robbery, attack, telephone threat, etc.). If so, ask these

students to describe the event and the practices the management used. Discuss how the situation could have been handled or prevented. **(Communicating a thought or idea; recognizing and defining problems; adapting to the organization's traditional modes of operation)**

Teaching suggestions

Objective 1 Match to their correct definitions terms associated with workplace security.

- Read and discuss with the students the terms and definitions presented in this section of the information sheet. Review, in particular, the distinctions among *robbery*, *burglary*, and *larceny*. **(Listening for content; applying technical terms)**
- Obtain your state's statutes defining robbery, burglary, larceny, and rape. Copy the statutes and make them available to the students. **(Reading; applying technical terms)**
- When discussing the term *rape*, stress that it is a crime of violence and that males as well as females can be raped. **(Listening for content)**

Objective 2 Complete statements about the employee's role in maintaining workplace security.

- Read and discuss with the students the general responsibilities of the employee in maintaining workplace security presented in this section of the information sheet. **(Listening for content; adapting to the organization's traditional modes of operation)**
- Provide each student with the booklet *What Employees Should Know About Hotel and Motel Security*. **(Reading)**

  Note: All of the material covered in the booklet is also covered in this unit. Tell students that the booklet is theirs to keep and use as a quick reference guide.
- Provide each student with the booklet *Thirty Ways You Can Prevent Crime*. Review the booklet in class. Tell the students that the booklet is theirs to keep and use as a quick reference guide. **(Reading)**

Suggested Activities

Objective 3 List security practices for protecting hotel guests and their possessions.

- Read and discuss with the students the ways of protecting guests and their possessions presented in this section of the the information sheet. **(Reading; listening for content)**
- Discuss these guidelines as they apply to specific hospitality and tourism employees: receptionist, travel agent, tour guide, front-desk person, housekeeper, bellperson, valet, shuttle driver, and so on. **(Listening for content; adapting to the organization's traditional modes of operation)**
- Invite a manager of a hotel or other travel-related business in your area to speak to the class on the business' policies and procedures as they relate to the employee's role in protecting customers and their possessions. **(Listening for content; adapting to the organization's traditional modes of operation; accepting responsibility for others)**
- Show students a policies and procedures manual from a travel-related business or hotel in your area. Review those policies and procedures that relate to the employee's role in protecting customers and their possessions. **(Listening for content; adapting to the organization's traditional modes of operation)**
- Hand out Teacher Supplement 1, "Sample Hotel Safety and Security Notice." Discuss the responsibility of the hotel for informing guests about security and safety practices.

Objective 4 Complete statements about security practices for protecting your employer's possessions.

- Read and discuss the employee's responsibilities in protecting the employer's possessions presented in this section of the information sheet. **(Reading; listening for content)**
- Explain *why* each of these guidelines is a good security practice. **(Listening for content)**
- Provide students with Student Supplement 1, "Precautions for Handling Money." Read and review the supplement with the students. Ask for and answer any questions students may have.

Suggested Activities

- Invite a security agent from a local hotel or travel-related business to speak to the class on security policies and procedures used in his or her place of employment. **(Listening for content; adapting to the organization's traditional modes of operation)**

- Show the videotape *Internal Theft: Stealing on the Job*. Encourage students to take notes. Discuss in class the main points in the video. **(Listening for content; orally communicating a thought or idea; writing)**

- Invite a store manager or a local police officer to speak to the class on techniques used to prevent shoplifting and methods used to punish shoplifters. Stress that this activity, although relatively harmless to others, can result in a police record for the shoplifter and higher prices for the consumer. **(Listening for content)**

Objective 5 List security practices for protecting yourself and your possessions at the workplace.

- Read and review each of the basic rules for safeguarding one's self and one's possessions at the workplace presented in this section of the information sheet. **(Reading; listening for content)**

- Provide students with the booklet *ABC's of Self-Protection*. Review the booklet in class. Tell the students that the booklet is theirs to keep and use as a quick reference guide. **(Reading)**

- Provide students with Student Supplement 2, "Precautions for Leaving Work and Walking Home After Dark," and Student Supplement 3, "Precautions for Driving Home After Dark." Read and review the supplements with the students. Ask for and answer any questions students may have. **(Reading; listening for content)**

- Provide students with Student Supplement 4, "Precautions Against Possible Attack." Read and review the supplement with the students. Ask for and answer any questions students may have. **(Reading; listening for content)**

Suggested Activities

- Provide students with Student Supplement 5, "Methods of Preventing Rape." Read and review the supplement with the students. Emphasize that rape is a crime of violence and one that may occur during a robbery or burglary. Ask for and answer any questions students may have. **(Reading; listening for content)**

- Provide students with Student Supplement 6, "Procedures to Follow if Rape Occurs." Read and review the supplement with the students. Ask for and answer any questions students may have. **(Reading; listening for content)**

- Have a doctor, police officer, or representative of a rape crisis center speak to the class on rape. Have the doctor or police officer discuss what is necessary evidence of rape. Provide the guest speakers with Student Supplements 5 and 6. **(Listening for content)**

- Provide female students with the booklet *Women and Self-Protection*. Provide both males and females with the booklets *About Rape* and *Taking Action: What to Do if You Are Raped*. Tell students that the booklets are theirs to keep and use as quick reference guides. **(Reading)**

- Show the film *Rape . . . A Matter of Survival*, and the videotape *Can't You See Me?* Encourage students to take notes. Discuss in class the main points in these audiovisuals. **(Listening for content; orally communicating a thought or idea; writing)**

Objective 6 Correct false statements about guidelines for handling a breach of security.

- Read and discuss the general guidelines for handling a breach of security presented in this section of the information sheet. **(Reading; listening for content)**

- Have students make a list of all emergency phone numbers (police, fire department, ambulance, etc.) of locations near their home or place of work. Instruct students to keep the list near the phone. **(Writing)**

- Stress the importance of remaining calm when reporting a crime such as a robbery. Emphasize that evidence should not be touched, and that they should use a telephone outside of the crime area for reporting the crime. **(Listening for content)**

Suggested Activities

- Provide students with Student Supplement 7, "Procedures for Handling Bomb Threats and Demonstrations." Read and review the supplement with the students. Ask for and answer any questions students may have. **(Reading; listening for content)**

- Show the film *Bomb Threat: Plan, Don't Panic.* Encourage students to take notes. Discuss in class the main points in the film. **(Listening for content; orally communicating a thought or idea; writing)**

Objective 7 List suspicious behaviors to look for during customer security surveillance.

- Read and discuss the suspicious behaviors presented in this section of the information sheet. **(Reading; listening for content)**

- Provide students with Student Supplement 8, "Tools and Methods Used by Pickpockets and Thieves." Read and review the supplement with the students. Ask for and answer any questions students may have. **(Reading; listening for content)**

- Show the videotape *Shoplifting: Preventing the Crime.* Encourage students to take notes. Discuss in class the main points in the video. **(Listening for content; orally communicating a thought or idea; writing)**

Objective 8 Correct false statements about guidelines for preventing burglaries and robberies.

- Read and discuss the methods of preventing burglaries and robberies presented in this section of the information sheet. **(Reading; listening for content)**

- Invite an officer from the local police department to speak to the class on the prevention of burglaries and robberies. **(Listening for content)**

Suggested Activities

- Use Teacher Supplement 2, "Ranking of Factors that Lead to Robbery," to discuss the most important reasons that robberies are committed. Before handing out the supplement, write the factors in random order on the chalkboard and have the students rank them. After providing students with the supplement, discuss the differences in the students' opinions and the survey results listed on the supplement. **(Writing; problem solving; listening for content)**

- Discuss the importance of keeping all information about a business confidential so that individuals will not have the opportunity of overhearing such information (i.e., how much money is on hand or when the safe is unlocked) and then robbing or burglarizing the business. **(Listening for content)**

Objective 9 List guidelines for preventing violence during a robbery.

- Show either the videotape *Armed Robbery: Prepare to Survive* or *Hold Up! Play This One for Safety*. Encourage students to take notes. Discuss in class the main points in the video. **(Listening for content; orally communicating a thought or idea; writing)**

- Have a local police officer speak to the class about how violence can be prevented during a robbery. Have the officer bring to class and discuss examples of common weapons used in crimes. **(Listening for content)**

Assignment Sheet 1 Analyze scenarios to determine correct security practices.

- Handout Assignment Sheet 1. Read the introduction and directions; then assign, and announce completion and evaluation dates.

- Select a few of the better responses and discuss with the entire class.

Evaluation

- Evaluate the assignment sheet. See the evaluation criteria listed at the top of the assignment sheet as well as the component Answers to Assignment Sheet.

- Give and evaluate the written test. See the component Answers to Written Test.

Suggested Activities

- Compile written-test and assignment-sheet scores on the Unit Evaluation Form.
- Reteach and retest as required.

Suggested resources

Resources used in developing this unit

Print media

- Houston, Jane. *Personnel Security*. Stillwater, Oklahoma: Mid-America Vocational Curriculum Consortium, Inc., 1987.
- *Individualized Cooperative Education (First Year).* Stillwater, Oklahoma: Oklahoma Department of Vocational and Technical Education/Curriculum and Instructional Materials Center, 1990.
- *What Employees Should Know About Hotel and Motel Security.* South Deerfield, Massachusetts: Channing L. Bete Co., Inc., 1989.

Suggested supplemental resources

Print media

- Scriptographic booklets from Channing L. Bete Co., Inc., South Deerfield, Massachusetts 01373-0200; telephone toll-free 1-800-628-7733.
    1. *What Employees Should Know About Hotel and Motel Security*
    2. *ABC's of Self-Protection*
    3. *Thirty Ways You Can Prevent Crime*
    4. *Women and Self-Protection*
    5. *About Rape*
- *Taking Action: What to Do if You Are Raped.*

  This booklet is available from the Rape Treatment Center, Santa Monica Hospital Medical Center, 1225 Fifteenth Street, Santa Monica, California 90404.

Suggested Activities

Nonprint media

- *Armed Robbery: Prepare to Survive.*

  The emphasis in this 20-minute, color, VHS videotape is on personal safety, with preparedness and prevention being the best ways to ensure it. Any business of any size that deals in cash or merchandise can be the target for armed robbery. One wrong move can mean injury or death for an employee or customer.

  This video is available from Aims Media, Inc., 6901 Woodley Ave., Van Nuys, California 91406.

- *Hold Up! Play This One for Safety.*

  This 17-minute, 1985, color, VHS videotape illustrates five robberies, how they are handled by employees, and how the employees should have handled the situation. The video presents guidelines for all employees to follow in a dangerous situation.

  This video is available from the American Bankers Association, 1120 Connecticut Ave., NW, Washington, DC 20036.

- *Internal Theft: Stealing on the Job.*

  This 12-minute, 1983, color, VHS videotape will open the eyes of managers and honest employees to the prevalent actuality of internal theft and how it affects an organization. Management is encouraged to recognize and reduce opportunities for theft by carefully screening job applicants and being alert to suspicious behavior related to drug or alcohol dependency, excessive spending, and secretive behavior.

  This video is available from Coronet Films, 65 East South Water Street, Chicago, Illinois 60601.

Suggested Activities

- *Shoplifting: Preventing the Crime.*

  A professional shoplifter narrates this 23-minute, 1986, color, VHS videotape. Explaining the tricks of the trade, he points out that most shoplifting is done because people want something for nothing. The shoplifting-prevention tips offered in this video are precise, but easy to follow. Viewers will learn to be aware of local shoplifting laws and citizen-arrest procedures, and will learn to work with local law-enforcement agencies.

  This video is available from Aims Media, Inc., 6901 Woodley Ave., Van Nuys, California 91406.

  Note: The four videotapes above are available to Oklahoma teachers from the Media Resource Center, Oklahoma Department of Vocational and Technical Education, 1500 West Seventh Avenue, Stillwater, Oklahoma 74074. All others must order from the addresses listed with the videos.

- *Rape . . . A Matter of Survival.*

  Bullfrog Films, Inc., 28 minutes. Available from Bullfrog Films, Inc., Oley, Pennsylvania 19547; telephone 215-779-8226. This film suggests that women develop their own prevention and survival plan.

  Note: This film may be obtained in Oklahoma by contacting the Consumer Education Coordinator, Oklahoma Department of Economic and Community Affairs, 4545 North Lincoln Boulevard, Suite 285, Oklahoma City, Oklahoma 73105.

- *Can't You See Me?*

  This 20-minute videotape and accompanying instructional guide are available from WRI Education, 11722 Sorrento Valley Road, San Diego, California 92121; telephone toll-free 1-800-972-3635. The video deals with the facts, emotions, and consequences of rape.

- *Bomb Threat: Plan, Don't Panic.*

  This film, available from William Brose Productions, Inc., 3168 Oakshire Drive, Hollywood, California 90068, features a scenario on how to handle a threatening call, planning, and bomb search.

Workplace Security Skills
Unit 4

Answers to Assignment Sheet

Assignment Sheet 1—Student performance should be evaluated according to the criteria listed on the assignment sheet. Content of the student answers to the exercise may be evaluated using the following suggestions as guides.

Scenario 1

a.
- Both employees responsible for opening should have arrived at the same time.
- Before entering the restaurant, Joan should have waited for Jim, and then the two of them should have followed their usual security routine and driven around the restaurant carefully checking for suspicious activity or damage to the building.
- Joan should never have entered the restaurant alone.
- The front door should have been relocked, and not left unlocked for Jim. A burglar or attacker could enter the unlocked building.
- After entering the restaurant, Joan should have checked the interior, including the storeroom, restrooms, or any other spaces that might have concealed the thief.

b.
- Joan and Jim should always follow the management's prescribed opening and closing security routine.
- Decals should be displayed announcing the restaurant's security system and the fact that there is little money on the premises.
- The change drawer should be stored in the hotel's or restaurant's safe.
- Better exterior lighting should be installed at the back entrance to the restaurant.

Scenario 2

a. Marianne should not have parked her car in an isolated section of the parking lot.

b.
- She did not approach her vehicle cautiously.
- She did not lock her valuables in the trunk of her car.
- She did not park in a well-lighted area.
- She approached her car even though there was a van parked next to it.
- She allowed herself to be distracted by the flat tire and was not alert to possible danger.

c.
- She approached her vehicle with her keys in her hand.
- She locked her car doors before entering the hotel.

d. She should have screamed; instead she fought her attacker silently and no one's attention was attracted to her struggle. She should also have dropped her packages and tried to run.

Answers to Assignment Sheet

e.
- She had no planned method of resistance.
- She allowed panic to take over.
- She was not carrying an external form of defense such as a flashlight or umbrella.
- Her arms were not free because she was carrying packages.
- She was dressed in a bulky Santa Claus suit.

f.
- She could have screamed, faked illness, talked to the attacker or to an imaginary friend in the distance.
- She could have faked fainting and collapsed in the attacker's arms, instead she fought ineffectively and silently.

g.
- She should call the police or a rape crisis center.
- She should not bathe, douche, or change her clothes.
- Marianne should have a friend accompany her to a hospital emergency room, where she should be examined within 24 hours of the rape.
- Marianne should write down everything she can remember about the rapist and the location of the rape.

Scenario 3

a. He failed to keep his keys in his possession.

b. If Josh had not left his keys on the linen cart, it is unlikely that the guest in room 342 would have been robbed; however, the hotel should have provided verbal or written notification that guests should leave their valuables in the hotel safe or safe-deposit box.

c. Considering that Josh has worked at the hotel for five years, and assuming that he has not breached security policies before, it appears that he could be given a second chance. On the other hand, because he has worked for the hotel for five years, he should have known better. His carelessness has proved an embarrassment for both himself and the hotel, has created ill will between the guest and the hotel, has cost the management money, and will create bad publicity—both by word of mouth from the guest whose possessions were stolen and through the news reports that will appear. At minimum he should not receive three days' pay, at maximum, he should be dismissed.

Scenario 4

a. Jon's customer-surveillance training should have made him immediately suspicious about the man in the overcoat. The weather was too warm for an overcoat and there was no sign of rain or reason for carrying an umbrella. Also, the man was seen earlier and is now mingling with the guests as they register. It appears that he is loitering in the hotel lobby.

b. He should have acted on his suspicions and gotten another bellperson to help the guests to their rooms.

Answers to Assignment Sheet

c. Jon should have immediately reported his suspicions to hotel security or the management. If he had reported the man when he first had doubts, the theft may not have taken place.

d. The guests will probably not return to the hotel. They will feel insecure and will associate the theft with the hotel—some of them, such as the man whose camera was stolen—may feel resentful and will hold the hotel responsible for not providing adequate security.

Scenario 5

a.
- She did not ask for identification.
- She did not ask questions when she saw the "workers" removing hotel property.
- She should not have allowed unauthorized persons to borrow the key to the locked lounge.
- She let appearances (the workers' uniforms) fool her.

b. Yes. The management should have a written policy and a system for notifying employees when service people will be in the facility.

Workplace Security Skills
Unit 4

Answers to Written Test

1.	a.	5	e.	6
	b.	2	f.	4
	c.	7	g.	8
	d.	1	h.	3

2.	a.	2	d.	2
	b.	4	e.	1
	c.	2	f.	4

3. **Room numbers** (Answer should include one of the following.)

- Do not announce guests' room numbers in a loud voice so that others can hear them.
- Do not give out a guest's room number or any other information about a guest.

Keys (Answer should include any three of the following.)

- Keep all keys at the front desk or with authorized personnel.
- Do not leave keys lying on the front desk, on top of the linen cart, or in any other accessible area.
- Do not release duplicate keys without proper identification.
- Do not take keys home with you.
- Return lost keys to the front desk.
- Be sure to request keys from guests at checkout time.

Possessions (Answer should include any three of the following.)

- Do not leave luggage, briefcases, or purses unattended in the lobby.
- Advise guests to remove any valuables from their cars.
- Ask politely to see a guest's key if he or she tries to enter a room you are cleaning.
- Never unlock someone's room for another guest.
- Deliver packages yourself; do not allow direct delivery by nonemployees.
- Never leave the keys in a car you have parked for a guest.
- Turn in guest possessions to the lost and found immediately on finding them.

Providing guests with security information (Answer should include any three of the following.)

- Recommend that guests store valuables from their vehicles and rooms in the hotel safe or safe-deposit box.

Answers to Written Test

- Be sure that guests know how to lock and unlock their doors.
- Encourage guests to use peepholes when someone comes to their door.
- Point out any notices about guest safety and security.
- Inform guests of the number to call in an emergency.

4. a. 1
   b. 4
   c. 1
   d. 3
   e. 4
   f. 2
   g. 3
   h. 1
   i. 4

5. Answer should include any five of the following.

- Leave your valuables at home or lock them in your car's trunk.
- Use lockers if available.
- Park in a well-lighted area.
- Lock your car and take your keys.
- When leaving the workplace, approach your vehicle cautiously and have your keys in hand.
- Avoid walking alone after dark.
- Ask for an escort if there is any possibility of danger.
- Work as part of a team if possible.
- Avoid nonbusiness relationships with customers.
- Let your supervisor know your schedule, and touch base with your supervisor often.

6. a. Report the incident to your supervisor and security personnel *as soon as possible.*
   b. Do not touch anything at the scene of the crime, *including the telephone.*
   d. *Do not comment* about liability issues.

7. Answer should include any five of the following.

- A person who leaves a particular area very quickly
- A person who makes several trips to the restrooms, particularly an individual who is not a customer
- Persons carrying large boxes or bags, topcoats, briefcases, newspapers, or umbrellas, or with an arm in a sling
- Persons wearing heavy outer garments when the weather is not cold
- Persons with unusual walks who tug at their sleeves, adjust their socks, or wear baggy clothes
- Persons who reach into display areas

Answers to Written Test

- A person who always keeps one hand in a pocket
- Persons who seem very nervous or flushed
- Persons who loiter in the lobby or other areas of the workplace and do not seem to be customers
- Nonemployees who enter the workplace and try to sell newspapers, shine shoes, carry bags, or "assist" customers in any other way
- Uniformed-service persons who do not present identification or are not expected or authorized

8. **Preventing burglaries**

c. *Drive around the building and carefully check* for suspicious activity or damage before performing opening procedures.
f. Turn on and maintain *outside security lights.*
g. Lock the safe and *do not leave its combination on the premises.*
i. Keep a *minimum* amount of money on the premises; make periodic bank deposits daily.
k. Report any *suspicious* persons to security personnel or your supervisor.

Preventing robberies

m. *Openly and properly* greet customers.
o. Extend services and assistance to *customers.*
q. Be aware of activities outside the business, and increase your awareness *after dark and in the early morning hours.*
s. Always call *for a police patrol check* if activities inside or outside the business appear suspicious.
t. As a deterrent to other robbers, *assist police and courts in prosecuting robbers who are caught.*

9. Answer should include any five of the following.

- Give the robber what he or she wants.
- Remain calm and cooperative; do not make any sudden moves.
- Listen carefully to orders and carry them out precisely.
- Do not argue with the robber; robbers seldom hurt those who cooperate with them.
- Tell the robber about any possible surprises.
- Do not make any statement to the robber that could be misinterpreted as a threat.
- Do not volunteer any information that is not asked for.
- Do not fight the robber.
- Do not use weapons.
- Drop and lie perfectly still if shooting starts.
- Do not chase or follow a robber; he or she may deal with threats violently.
- As soon as you feel safe, call the police, security personnel, and your supervisor.

Workplace Security Skills
Unit 4

Written Test

Name ______________________________ Score ______________

1. Match to their correct definitions terms associated with workplace security. Write the numbers on the blanks provided.

______a. Any sexual intimacy forced upon one person by another

______b. Unlawful act

______c. Measures taken to guard against sabotage, theft, or attack

______d. Breaking and entering a facility for the purpose of stealing

______e. Wrongful taking of personal property in the possession of another, from his person or immediate presence, and against his will, accomplished by means of force or fear

______f. Taking of personal property by fraud or stealth with intent to deprive another person thereof

______g. Keeping a close watch over someone or something

______h. Organized withdrawal of people from a facility to protect them from the hazards of an emergency

1. Burglary
2. Crime
3. Emergency evacuation
4. Larceny
5. Rape
6. Robbery
7. Security
8. Surveillance

2. Complete statements about the employee's role in maintaining workplace security. Write the correct number on the blank provided before each item below.

______a. Be alert for ______ people, activities, and items.

1. disorganized
2. suspicious
3. noteworthy
4. unique

______b. Do not let ______ fool you.

1. customers
2. co-workers
3. management
4. appearances

______c. Immediately ______ anything that may seem odd.

1. jot down
2. report
3. investigate
4. inquire into

______d. Avoid ______ a suspicious person yourself.

1. reporting
2. confronting
3. observing
4. describing

______e. Look for ______.

1. faulty security devices
2. hiding places within the hotel
3. signs of forced entry
4. missing items

______f. Follow ______ practices and policies.

1. evacuation
2. financial
3. hospitality
4. security

3. List security practices for protecting hotel guests and their possessions. On the blanks provided below, write the number of security practices required under each topic.

Room numbers (List one practice.)

a. ______________________________

Keys (List three practices.)

a. ______________________________

b. ______________________________

c. ______________________________

Written Test

Possessions (List three practices.)

a. ______________________________

b. ______________________________

c. ______________________________

Providing guests with security information (List three practices.)

a. ______________________________

b. ______________________________

c. ______________________________

4. Complete statements about security practices for protecting your employer's possessions. Write the correct number on the blank provided before each item below.

______a. ______ if you see someone removing the business' property.

1. Ask questions
2. Confront the thief
3. Yell loudly
4. Call the police

______b. Do not leave ______, maintenance equipment, or any other kind of equipment unattended.

1. "employees only" rooms
2. storage areas
3. closets
4. carts

______c. ______ storage areas when they are not being used.

1. Lock
2. Guard
3. Check
4. Empty

______d. Keep keys ______; do not allow unauthorized persons to borrow the keys to any closet, storeroom, or other locked area.

1. in a cupboard
2. behind the front desk
3. in your possession
4. on a key ring

Written Test

______e. Take a careful count of all ______.

1. customers
2. items of furniture
3. items of value
4. inventory received

______f. Always follow ______ procedures for handling credit cards, cash, and checks.

1. police
2. proper
3. banking
4. financial

______g. Report any missing items to your supervisor ______.

1. within 24 hours
2. within 12 hours
3. immediately
4. when going off shift

______h. Do not ______ your employer's property, no matter how small the item may be.

1. steal
2. use
3. borrow
4. report

______i. Never ______ a theft for anyone.

1. interrupt
2. report
3. acknowledge
4. cover up

5. List five security practices for protecting yourself and your possessions at the workplace. Write your answers on the blanks provided below.

a. ____

b. ____

c. ____

Written Test

d. ____

e. ____

6. Correct false statements about guidelines for handling a breach of security. Write an "F" on the blank before each false statement below, and then correct each false statement by rewriting it on the blanks provided.

______a. Report the incident to your supervisor and security personnel within 24 hours.

____

____

______b. Do not touch anything but the telephone at the scene of the crime.

____

____

______c. Do not let anyone enter the area before security personnel arrive.

____

____

______d. Explain liability laws and issues.

____

____

______e. Do not gossip about the incident later.

____

____

7. List five suspicious behaviors to look for during customer security surveillance.

a. ____

b. ____

c. ____

d. ______________________________

e. ______________________________

8. Correct false statements about guidelines for preventing burglaries and robberies. Write an "F" in the blank before each false statement below, and then correct each false statement by rewriting it on the blanks provided.

Preventing burglaries

______a. Follow the business' opening and closing policies and procedures.

____

____

______b. When opening, never enter alone; always arrive and enter with other employees responsible for opening.

____

____

______c. Stand at the door and look through the front windows for suspicious activity or damage before performing opening procedures.

____

____

______d. On entering, turn on the lights and check the interior, including restrooms, storerooms, and other spaces that might offer concealment for a thief.

____

____

______e. Check to ensure that all doors and windows in your work area or area of responsibility are locked and undamaged.

____

____

Written Test

______f. Turn on and maintain all interior lights.

______g. Lock the safe and make sure that the combination is on your person at all times.

______h. Lock all registers and money drawers.

______i. Keep a maximum amount of money on the premises so that you do not need to make periodic bank deposits.

______j. Have security periodically check all public rooms and storage areas.

______k. Report any unidentified persons to security personnel or your supervisor.

Preventing robberies

______l. Be alert during working hours.

Written Test

______m. Privately and discreetly greet customers.

______n. Look directly into a customer's eyes, as this may give you some indication of his or her intentions.

______o. Extend services and assistance to robbers.

______p. Post decals to advertise security systems.

______q. Be aware of activities outside the business, and increase your awareness during peak working hours.

______r. Take note of possible escape routes that might be available to a fleeing person.

______s. Always call another employee if activities inside or outside the business appear suspicious.

Written Test

______t. As a deterrent to other robbers, post mugshots of those who have been apprehended in the business.

____

____

9. List five guidelines for preventing violence during a robbery.

a. ____

b. ____

c. ____

d. ____

e. ____

Permission to duplicate this test is granted.

Workplace Security Skills
Unit 4

Unit Evaluation Form

Student name ______________________ Unit rating __________

Assignment-sheet rating

Assignment Sheet 1—Analyze Scenarios to Determine Correct Security Practices Rating ______

Comments: ____

____

____

Written-test scores

Pretest ______ Posttest ______ Other ______

Comments: ____

____

____

Teacher signature______________________ Date __________

Student signature______________________ Date __________

Permission to duplicate this form is granted.

Workplace Security Skills
Unit 4

Teacher Supplement 1—Sample Hotel Safety and Security Notice

Saftey and Security Procedures

Your safety and the security of your personal property are of the upmost concern to those of us who welcome you as our guest. We urge you to take advantage of the following suggestions.

SAFE-DEPOSIT BOXES: DO NOT LEAVE MONEY OR VALUABLES IN YOUR ROOM. We provide safe-deposit boxes for your use in our front office at no charge. Under state law, the hotel is not responsible for loss unless articles have been secured properly in these boxes.

DOUBLE LOCKS AND CHAINS: For additional security, utilize the deadbolt provided on your door upon entering. This will prevent the door from being opened by a regular room key. As an additional precaution, please secure the safety chain lock.

ADMITTANCE: Do not admit persons to your room without first making identification. A "peephole" is provided in your door for your convenience. If there is any doubt about the person's true identity, please contact the hotel operator.

KEYS: Do safeguard your key. Be sure to leave it with the front desk upon departure. Do not leave it in your room or in the door. Do not give your key to others.

FIRE: Please familiarize yourself with the location of the nearest fire exit stairway. In the unlikely event of a fire, please move quickly but calmly to the stairs. Avoid the use of elevators. Report fire or smoke to the hotel operator.

We hope that these procedures will contribute to your comfort and well-being during your stay at our hotel.

Cornhusker Hotel

AND CONFERENCE CENTER

Courtesy of the Cornhusker Hotel, Lincoln, Nebraska.

Workplace Security Skills
Unit 4

Teacher Supplement 2—Ranking of Factors that Lead to Robbery

The following ranking is derived from a Southland Corporation-commissioned survey of prison inmates conducted in 1985 by Athena Research Corporation of Jackson Hole, Wyoming. The survey, which focused on convenience stores, asked participants to rank the importance of each of the following factors in the selection of robbery sites. Using a scale of 1 to 5, with 1 indicating the most important factor, survey results indicated that the amount of money kept on hand determines the likelihood of a business' being targeted for robbery.

1.	Amount of money	1.27
2.	Escape route	2.33
3.	Anonymity	2.76
4.	Likelihood of interference	3.02
5.	Active police patrol	3.44
6.	Armed clerk	3.60
7.	Number of clerks in store	3.76
8.	Number of customers in store	3.80
9.	Camera system in store	4.18
10.	Alarm system in store	4.39

Workplace Security Skills
Unit 4

Information Sheet

1. **Terms and definitions associated with workplace security**

- **Burglary**—Breaking and entering a facility for the purpose of stealing

  Note: For a legal definition of burglary in the first and second degrees, ask your instructor for your state's laws.

- **Crime**—Unlawful act

- **Emergency evacuation**—Organized withdrawal of people from a facility to protect them from the hazards of an emergency

- **Larceny**—Taking of personal property by fraud or stealth with intent to deprive another person thereof

  Note: This definition of larceny is from Oklahoma Statutes, Title 21, Section 1701. It includes shoplifting and stealing. There are two categories of larceny: petit larceny and grand larceny. Petit larceny involves property of a value below an established legal limit. Grand larceny involves property of a value above a legal limit. These legal limits vary from state to state.

- **Rape**—Any sexual intimacy forced upon one person by another

  Note: Check your state's laws for the legal definition of rape. It varies from state to state.

- **Robbery**—Wrongful taking of personal property in the possession of another, from his person or immediate presence, and against his will, accomplished by means of force or fear

  Note: This definition of robbery is from Oklahoma Statutes, Title 21, Section 801. Degree of robbery is also listed in this section as follows: "Robbery, when accomplished by the use of force, or of putting the person robbed in fear of some immediate injury to his person is robbery in the First Degree. When accomplished in any other manner, it is robbery in the Second Degree." (1887)

- **Security**—Measures taken to guard against sabotage, theft, or attack

- **Surveillance**—Keeping a close watch over someone or something

2. **Employee's role in maintaining workplace security**

- Be alert for suspicious people, activities, and items.

Information Sheet

Examples:
- people—particularly people who are not customers—wandering in the hallways
- loiterers in the lobby and elsewhere
- doors left open
- nonemployees in areas marked "Employees Only"
- someone who cannot show proper identification when asking for a room key
- large, empty baggage that may be used to steal hotel or guest property
- drug-related items in a room
- people who push lightly on doors as they walk by

Note: See Objective 7 for suspicious behaviors to look for during customer surveillance.

- Do not let appearances fool you.

  Note: A well-dressed or uniformed person may be just as likely to commit a crime as someone who is not well dressed or wearing a uniform.

- Immediately report anything that may seem odd; avoid confronting a suspicious person yourself.

  Note: Be observant and prepared to describe the circumstances or details.

- Look for faulty security devices.

  Examples:
  - locks that do not work
  - forced doors
  - doors that do not close completely
  - broken windows
  - lights that are burned out
  - missing keys

- Follow security practices and policies.

3. Security practices for protecting hotel guests and their possessions

a. Room numbers

- Do not announce guests' room numbers in a loud voice so that others can hear them.
- Do not give out a guest's room number or any other information about a guest.

Information Sheet

b. **Keys**

Note: If your workplace uses cards instead of keys, follow proper security procedures for issuing and collecting cards. Report lost or stolen cards immediately.

- Keep all keys at the front desk or with authorized personnel.
- Do not leave keys lying on the front desk, on top of the linen cart, or in any other accessible area.
- Do not release duplicate keys without proper identification.
- Do not take keys home with you.
- Return lost keys to the front desk.
- Be sure to request keys from guests at checkout time.

c. **Possessions**

- Do not leave luggage, briefcases, or purses unattended in the lobby.
- Advise guests to remove any valuables from their cars.
- Ask politely to see a guest's key if he or she tries to enter a room you are cleaning.

  Note: If the guest refuses or demands that you leave, do so and notify security or your supervisor at once.
- Never unlock someone's room for another guest.
- Deliver packages yourself; do not allow direct delivery by nonemployees.
- Never leave the keys in a car you have parked for a guest.
- Turn in guest possessions to lost and found immediately on finding them.

d. **Providing guests with security information**

- Recommend that guests store valuables from their vehicles and rooms in the hotel safe or safe-deposit box.
- Be sure that guests know how to lock and unlock their doors.
- Encourage guests to use peepholes when someone comes to their door.

Information Sheet

- Point out any notices about guest safety and security.

  Examples: Safety notices on room or bathroom doors; emergency exits and entrances, evacuation routes and procedures

- Inform guests of the number to call in an emergency.

4. Security practices for protecting your employer's possessions

- Ask questions if you see someone removing the business' property.
- Do not leave carts, maintenance equipment, or any other kind of equipment unattended.
- Lock storage areas when they are not being used.
- Keep keys in your possession; do not allow unauthorized persons to borrow the keys to any closet, storeroom, or other locked area.
- Take a careful count of all inventory received.
- Always follow proper procedures for handling credit cards, cash, and checks.

  Note: See Student Supplement 1 for specific guidelines on precautions to take when handling money.

- Immediately report any missing items to your supervisor.

  Note: Immediately reporting stolen or missing items helps protect you from liability, also.

- Do not steal your employer's property, no matter how small the item may be.

  Note: Employees may think that a roll of toilet paper, an ashtray, towel, or container of cleaning supplies "will never be missed." Taking such items, however, is stealing, and stealing is illegal. Furthermore, replacement of such items is costly for the business.

- Never cover up a theft for anyone.

5. Security practices for protecting yourself and your possessions at the workplace

Note: See Student Supplements 2 through 6 for more guidelines on specific topics for protecting yourself and your possessions.

- Leave your valuables at home or lock them in your car's trunk.

Information Sheet

- Use lockers if available.
- Park in a well-lighted area.
- Lock your car and take your keys.
- When leaving the workplace, approach your vehicle cautiously and have your keys in hand.
- Avoid walking alone after dark.
- Ask for an escort if there is any possibility of danger.
- Work as part of a team if possible.
- Avoid nonbusiness relationships with customers.

  Note: You should be pleasant and available to your customers at all times, but you should treat them in a businesslike manner. Avoid personal interaction, particularly if the customer has been drinking or appears unstable.

- Let your supervisor know your schedule, and touch base with your supervisor often.

6. Guidelines for handling a breach of security

Note: A breach of security may mean that sabotage, robbery, larceny, or an attack has occurred.

Note: See Student Supplement 7 for specific guidelines for handling a bomb threat or a demonstration.

- Report the incident to your supervisor and security personnel as soon as possible.
- Do not touch anything at the scene of the crime, including the telephone.
- Do not let anyone enter the area before security personnel arrive.
- Do not comment about liability issues.

  Example: What your employer will do to replace stolen goods.

- Do not gossip about the incident later.

Information Sheet

7. Suspicious behaviors to look for during customer security surveillance

Note: Employees should be alert to the following suspicious behaviors. These behaviors *may* indicate that a person intends to commit larceny by picking pockets or stealing from the business.

Note: See Student Supplement 8 for a discussion of the tools and methods used by pickpockets and thieves.

- A person who leaves a particular area very quickly
- A person who makes several trips to the restrooms, particularly an individual who is not a customer
- Persons carrying large boxes or bags, topcoats, briefcases, newspapers, or umbrellas, or with an arm in a sling

  Note: Obviously, many customers will be carrying parcels. Look for the person who is carrying an umbrella when there is no sign of rain or wearing a topcoat in warm weather.
- Persons wearing heavy outer garments when the weather is not cold
- Persons with unusual walks who tug at their sleeves, adjust their socks, or wear baggy clothes
- Persons who reach into display areas
- A person who always keeps one hand in a pocket
- Persons who seem very nervous or flushed
- Persons who loiter in the lobby or other areas of the workplace and do not seem to be customers
- Nonemployees who enter the workplace and try to sell newspapers, shine shoes, carry bags, or "assist" customers in any other way
- Uniformed-service persons who do not present identification or are not expected or authorized

8. Guidelines for preventing burglaries and robberies

a. Preventing burglaries

- Check to ensure that all doors and windows in your work area or area of responsibility are locked and undamaged.

Information Sheet

- Follow the business' opening and closing policies and procedures.
- When opening, never enter alone; always arrive and enter with other employees responsible for opening.
- Drive around the building and carefully check for suspicious activity or damage before performing opening procedures.
- On entering, turn on the lights and check the interior, including restrooms, storerooms, and other spaces that might offer concealment for a thief.

  Note: If you enter after dark or a considerable time before the business will be opened to the public, lock the door after conducting your initial search.
- Turn on and maintain outside security lights.
- Lock the safe and do not leave its combination on the premises.
- Lock all registers and money drawers.
- Keep a minimum amount of money on the premises. Make periodic bank deposits daily.
- Have security periodically check all public rooms and storage areas.
- Report any suspicious persons to security personnel or your supervisor.

b. Preventing robberies

- Be alert during working hours.
- Openly and properly greet customers.

  Note: By making contact with a potential robber, you have let the individual know that you are aware of his or her presence.
- Look directly into a customer's eyes, as this may give you some indication of his or her intentions.
- Extend services and assistance to customers.

  Note: A real customer likes attention; robbers do not.
- Post decals to advertise security systems.

Information Sheet

- Be aware of activities outside the business, and increase your awareness after dark and in the early morning hours.
- Take note of possible escape routes that might be available to a fleeing person.
- Always call for a police patrol check if activities inside or outside the business appear suspicious.
- As a deterrent to other robbers, assist police and courts in prosecuting robbers who are caught.

9. Guidelines for preventing violence during a robbery

- Give the robber what he or she wants.
- Remain calm and cooperative; do not make any sudden moves.
- Listen carefully to orders and carry them out precisely.
- Do not argue with the robber; robbers seldom hurt those who cooperate with them.
- Tell the robber about any possible surprises.

  Examples: New shift coming on duty, an expected delivery
- Do not make any statement to the robber that could be misinterpreted as a threat.
- Do not volunteer any information that is not asked for.
- Do not fight the robber.

  Note: Money is not worth the risk of harm to customers and other employees.
- Do not use weapons.

  Note: The business' policy will determine whether weapons are prohibited on the premises.
- Drop and lie perfectly still if shooting starts.
- Do not chase or follow a robber; he or she may deal with threats violently.

  Note: A police officer could mistake you for the robber if you were seen fleeing the scene. Try to note the direction the robber goes and the type and description of transportation used.
- As soon as you feel safe, call the police, security personnel, and your supervisor.

Workplace Security Skills
Unit 4

Student Supplement 1—Precautions for Handling Money

Employees who handle a business' money are entrusted with a large responsibility. It is their responsibility to keep the money as secure from theft as possible and to make transactions accurately and carefully. The following are some security measures to take when handling money.

- Never allow money to build up in your register. Make hourly checks of your register, and deposit excess money in the business' safe or notify the manager if a large sum of money accumulates in your drawer.
- Make bank deposits in the daylight, or have a professional service make the deposits.
- Keep a minimum amount of money on the premises.
- Keep your register drawer closed at all times when not in use.
- Lock up extra keys, petty cash, and stamps.
- Do not discuss with friends or relatives the amount of money handled in the business.
- Be alert; do not let customers or disturbances draw your attention away from the cash drawer.
- Pay full attention in all cash transactions:
  - Concentrate on the amount of money due and the amount of money received from the customer.
  - Place payment received on the register ledge—*not* in the drawer—until the transaction has been completed.

    Note: If the money has not been put in the drawer, customers cannot say that they gave you a twenty-dollar bill, for instance, when they actually gave you a ten-dollar bill. You will be able to see the amount paid as it is separate from the rest of the money in the cash drawer.
  - Place money in the cash drawer with like denominations (ones with ones, fives with fives, etc.) and facing in the same orientation (face-up, facing right, for instance).
  - Follow the management's policy on making change; do not allow yourself to become flustered.

Student Supplement 1

- Never leave a cash register unattended.
- Lock money drawers at closing or shift changes.
- Follow management's guidelines in the event of a robbery.

Workplace Security Skills
Unit 4

Student Supplement 2—Precautions for Leaving Work and Walking Home After Dark

Darkness provides attackers, muggers, and thieves with the cover they need to carry out their crimes undetected. No matter how large or small the city, every employee should take the following precautions when leaving work and walking home after dark.

Leaving work after dark

- If at all possible, prearrange for a friend or relative to transport you home.
- Make sure that a family member or roommate knows when you get off work and when you are expected home.
- Alert a family member or friend to changes in schedule.
- Familiarize yourself with employees of neighboring businesses.

  Note: Security can be enhanced when community businesses join in defense of criminal activities.
- Do not wear expensive jewelry or carry large amounts of cash with you.

Walking home after dark

- Walk with another person if possible.
- Wear light-colored clothing if possible.
- Stay near the curb rather than close to buildings. Walk at a distance from alley entrances, store fronts, and shrubbery.
- Walk facing oncoming traffic so that you will see approaching vehicles.
- Avoid parks and open fields.
- Walk in well-lighted areas. Never take shortcuts through poorly lighted areas.
- Do not linger in deserted areas.
- Walk with your head up, alert to people, movement, and sounds around you.
- Do not carry a purse or briefcase if at all possible; otherwise, carry your purse or briefcase close to your body or under your coat.
- Be wary if people in a car stop to ask directions.

Student Supplement 2

- Never hitchhike or accept a ride from a stranger.

  Note: Accepting rides from strangers is equally hazardous for men and women.

- If approached by a stranger in a vehicle, run in a direction opposite the vehicle's heading.

- Run to the nearest home or business and summon help if being pursued. Do not run to your own home. A pursuer would know where to find you.

- Scream for help if a threatening situation exists.

  Note: If assaulted, report the assault to the police immediately after it occurs.

Workplace Security Skills
Unit 4

Student Supplement 3—Precautions for Driving Home After Dark

Darkness provides attackers, muggers, and thieves with the cover they need to carry out their crimes undetected. No matter how large or small the city, every employee should take the following precautions when driving home after dark.

- Always park by the door or get an escort to the parked car.
- Park in a well-lighted area.
- Always lock car doors to prevent entry by an unwanted passenger.
- Walk around the car—some distance from it—to see if someone is underneath it.
- Always have your car key in your hand to avoid wasted time fumbling with the door lock.
- Never walk to your car in a vacant or near-vacant lot if a van is parked next to it. Someone in the van may open the sliding door, pull you into the van, and drive off.
- Check the back seat before entering your car to ensure that no one is hiding there.
- Once you have entered your car, lock the doors and keep the windows rolled up until you are moving.
- If a stranger calls you in the parking lot, do not turn your head or respond in any way; pretend you did not hear.
- Know where your local police station is, and drive there if you are being followed. Once you arrive at the station, do not get out of the car. Honk the horn until an officer comes out.
- Never lead anyone to your home. If a police station is not nearby, go to a busy area of town and look for a police officer.
- Stay off deserted roads where you can be terrorized or run off the road.
- Make sure that you have ample gasoline, a good battery, and sound tires to avoid possible breakdown.
- If you have a flat tire in a questionable area, drive on until you reach a safe, well-lighted place.

Student Supplement 3

- In the event of car trouble, lift the hood of the car to signal for help, get back in the the car promptly, and lock the doors. Leave your lights and emergency flasher on. If someone comes, lower the window a crack and ask the person to call for assistance.
- Never let a stranger into the car or accept a ride with a stranger who offers to take you to get help.

Workplace Security Skills
Unit 4

Student Supplement 4—Precautions Against Possible Attack

Attack is most likely to happen when you arrive at your job before dawn or leave your job after dark to return home. Follow these and the precautions in Student Supplements 2 and 3 to guard against possible attack.

- Be aware of your surroundings at all times.
- Appear confident and assertive; look as though you know what you are doing. Assailants usually seek someone who can be easily intimidated or overpowered.
- Listen to your intuition; if you feel danger, act on it.
- Dress practically; tight or bulky clothing, high heels, or sandals make struggling or running difficult. The type of clothing you wear may also draw unfavorable attention to you.
- Keep your arms free or be prepared to drop packages and run. Be aware that when your arms are full you are more vulnerable to attack.
- Plan your method of resistance, and practice until you feel comfortable with it.

  Note: You must decide whether you will be willing to risk escape, or whether you will comply with the attacker's orders and risk being killed.
- Stay in a public place if possible.

Workplace Security Skills
Unit 4

Student Supplement 5—Methods of Preventing Rape

Rape is a crime of violence. Often the rapist does not seek sex as much as power through violence. The rapist achieves power by dominating and overpowering a weaker victim.

- Carry an external form of defense at night, such as a flashlight, whistle, or umbrella.

  Note: **Do not** carry a knife or gun as these weapons could easily be taken away and used against you. A nail file, car keys, and your fingernails are useful weapons against attack.

- If you feel that you are being followed, cross the street often.

- Avoid loitering or being alone in parking lots, libraries, public restrooms, unlighted pathways, elevators, entryways, unattended classrooms, and laundry rooms.

- Be aware of what is happening around you; think about protecting yourself and what you will do if a stranger approaches you.

- Do not panic if you find yourself in a rape situation; scream, blow a whistle, or try to distract the attacker and run away.

- Fake being sick: go into convulsions; pretend to have stomach pains; claim to have VD, AIDS, or your period; or fake a seizure.

- Talk to the attacker. Call out to an imaginary friend in the distance, or tell your attacker that you are expected home immediately.

- If bodily contact is made, fake fainting and collapse into the rapist's arms.

- Do not allow your self-determination and control to be undermined, and do not always assume that casual acquaintances are trustworthy. It is better to offend someone or to appear foolish than to become the victim of rape.

- Basic prevention is to use common sense: Be alert, be cautious, and be prepared in case *you* are victimized one day.

Workplace Security Skills
Unit 4

Student Supplement 6—Procedures to Follow if Rape Occurs

Rape can be a very demoralizing, traumatizing experience. The following procedures, if followed, will not only help authorities apprehend the rapist, but will help the victim come to terms with the experience.

- Try to notice everything you can about the rapist, when the rape occurred, where it occurred, and any other evidence at the scene of the crime.
- Call the police or a rape crisis center immediately after the attack.
- Do not bathe, douche, or change your clothes.
- Go to the hospital emergency room for examination and medical care within 24 hours of the rape.
- Call a friend or family member to be with you.
- Write down the physical characteristics of the rapist and any other information that may help in the police investigation.
- Seek counseling, assistance, and support through your local rape crisis center.

Workplace Security Skills
Unit 4

Student Supplement 7—Procedures for Handling Bomb Threats and Demonstrations

Bomb threat

Most businesses have written policies detailing how to deal with telephoned bomb threats. Always follow that policy. The procedures below are general guidelines only.

- Immediately after the call—or during it if possible—contact your manager or supervisor.
- Take the caller seriously.
- Remain calm.
- Listen carefully.
- Keep the caller talking while you alert your supervisor and other employees to the situation. If possible, get a second employee on the line to listen to the conversation.
- Listen to the characteristics of the caller's voice: male/female, tone, accent, speech impediment.
- Ask for information pertaining to the bomb, such as when it is set to explode, where it has been placed, what it looks like, and what type it is.
- Listen for any identifiable noises in the background.
- Ask why the bomb was placed in the business and if there are any demands.
- Note the time of the call—when it began and when it ended.
- Write down the caller's exact words if possible.
- Notify the police.

  Note: Management is responsible for notifying the police, but time is important in the case of a bomb threat, so it may be necessary for the employee to contact the police first.

- Follow the building's evacuation procedures.
- Offer investigating officers assistance in locating the bomb.

  Note: An employee is more familiar with the business than the investigating officers are. The employee may be able to point out areas where the bomb is likely to be hidden, or may be able to point out items that should not be in an area.

Student Supplement 7

Caution: Never attempt to move, touch, examine, or disturb a bomb if it is located before trained personnel arrive. Tampering with the device could result in detonation and cause death or serious injury to employees and customers.

- Do not return to the building until the police have determined that the threat was a hoax or until the bomb has been removed.

Demonstrations

Hotels that are frequented by famous personalities and political figures and those in large cities, are most likely to be subject to demonstrations. But, demonstrations can occur in any travel-related business for any number of reasons; therefore, all managers need to know about their right to protect their property and their legal responsibilities for the safety of their employees and customers. This information should be contained in a policies and procedures manual. The following are general procedures that employees and management should take in the event of a demonstration.

- Contact and inform management of the situation. It is the management's responsibility to notify security personnel or the local police in the event of a demonstration.

- Locate employees at key points in the building to report on demonstrator's activities. If the activities are outside the building, place at least two employees at the entrance to relay information.

- Caution all employees to remain calm, and not to antagonize or talk to the demonstrators.

- Secure any items of value, and minimize cash in drawers and registers.

- Remove any items that could be used as weapons.

- Apologize to customers for the inconvenience and provide them with an alternate entrance and exit route if necessary.

- Assure customers that the situation is under control and being handled by security personnel and/or the local police.

Workplace Security Skills
Unit 4

Student Supplement 8—Tools and Methods Used by Pickpockets and Thieves

Travel-related businesses and hotels, particularly large hotels, are busy, active places. Pickpockets and thieves find this bustling city-type atmosphere ideal for preying on unsuspecting customers and the management.

There are several reasons why thieves and pickpockets steal from travel-related businesses and their customers:

— Travelers and convention-goers usually carry more money than they would ordinarily.

— The fact that hotels are semi-public places provides thieves and pickpockets with anonymity. Faces change daily. Who is to say that the pickpocket or thief is not a customer—or the friend of a customer?

— The very size and complexity of large hotels offers thieves and pickpockets many hiding places and allows them to "case the place out" without falling under suspicion.

— Travelers often arrive and depart in large groups that make it easy for a pickpocket to operate undetected.

— Travelers often carry valuable cameras, binoculars, and purses and set them on a counter or other surface when registering or paying.

— Suitcases, shoulder bags, and other parcels must be set down when registering, phoning, or paying for services or items. Such compact, pre-packed baggage is called the "convenience snatch" as it comes equipped with carrying handle or—in some cases—even wheels.

— Away from the family car, many travelers rely on public transportation or walk to stores and meetings, making them more vulnerable targets.

All hospitality and tourism employees must be alert to suspicious individuals, and must strive to protect their customers and employer from theft. This can be particularly difficult in a setting in which so many people are carrying briefcases, suitcases, bags, and parcels in which merchandise, money, and jewelry can be hidden. However, one of the ways that an employee can detect pickpockets and thieves is by recognizing some of the tools and methods they use to accomplish their thefts:

- Boxes tied like a regular suit box or other parcels, but with hinged top, bottom, or end

Student Supplement 8

- Belts or harnesses worn under coats
- Work clothing bundled in a package
- Full pants or skirts with pockets
- Large-wristed gloves
- Musical-instrument cases
- Coats with large pockets
- Pockets running the full length of the sleeve, or large sleeves with cuff pockets
- Newspapers or magazines folded to hold records, cash, or other flat items
- Umbrellas fitted with elastic bands attached to the ribs so that they will not open completely when objects are dropped into them
- Suitcases, valises, and cases that look like those carried by doctors
- Baby carriages; some have false bottoms, others are filled with blankets to cover stolen articles
- Shoulder bags worn under a coat
- Maternity clothes; if some of the bulges are false, they can hold a lot of merchandise
- Hollowed out books that hold small items
- Dresses with pockets in the back of the neck, so that small articles can be dropped in while hair is being fixed
- False plaster casts or bandaged arms
- Toilet tissue or paper towels with one end open so that small articles can be dropped in
- Coats carried over the arm and then laid on the counter over merchandise to be stolen
- "Borrowed" laundry carts pushed down halls
- "Newspaper deliverers" who enter the halls before housekeeping services begin and steal artwork, vases, etc.
- Phoney television, appliance, computer, and small-machine repairers

Workplace Security Skills
Unit 4

Assignment Sheet 1—Analyze Scenarios to Determine Correct Security Practices

Name ______________________ Overall rating __________

Evaluation criteria	**Rating**
• Directions have been followed.	______
• Content is relevant and well thought out.	______
• Answers correspond with information-sheet and student-supplement information.	______

Introduction

Each business runs the risk of burglary, robbery, and other security threats, both to the business and its personnel. As an employee, you must constantly be aware of possible breaches of security for your own safety and for the financial well-being of the business.

Exercise

Directions

Review the information in Objectives 1 through 9 in the information sheet and in Student Supplements 1 through 8. Then read the following scenarios and answer the questions that follow each one.

Scenario 1

Joan and Jim work the early morning shift in the hotel restaurant, which is in a wing by itself and also serves the public. Every morning they arrive at the restaurant at 3:00 a.m. to begin baking.

One early spring morning, Joan arrives at 2:30 a.m. so that she can take off early for an appointment. Usually before entering the restaurant, she waits for Jim to arrive, and the two of them drive around the restaurant checking for broken windows or signs of unauthorized entry. But, because she is half an hour early, Joan decides not to wait today. After a quick glance through the front window, Joan enters through the front door, leaving it unlocked for Jim, and turns on the lights and cash register. After a few minutes of straightening tables, she goes to the back room to start making sweet yeast-dough buns.

Assignment Sheet 1

Just as she enters the storeroom—and before she can turn on the light—a burglar shoves her aside, runs past her, and flees out the back door. When Jim arrives, he finds Joan shaken and crying. He also finds that the burglar forced the back door lock (where it is dimly lit) to enter the restaurant. When Jim checks the restaurant register, he finds the register unlocked and the change drawer empty. The $50 in change that it usually contains has been stolen. Apparently the assistant manager had neglected to lock the register or put the money in the restaurant safe when she closed the restaurant.

a. What security precautions did Joan fail to obey when opening the restaurant?

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b. What should be done to prevent this security breach from happening again?

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Assignment Sheet 1

Scenario 2

Marianne arrives at the hotel at 2:45 p.m. to begin her 3-to-11 evening shift. She parks her car well away from the other cars in the employee lot because this is the first time she has driven her brand new car to work, and she does not want to risk getting dings in its doors. It is Christmas, and she removes some gifts from the car before locking it. She wants to show the gifts to her co-workers.

At 11:15 p.m., Marianne leaves the hotel to go home. She has her car keys in her hand, but she is carrying not only the gifts she took in to show her co-workers, but also gifts that her co-workers gave her for Christmas. She is also wearing a padded Santa suit that she intends to wear home to show her husband.

She takes no heed of the van parked near her car, but as she approaches her car, she sees that the far rear tire is somewhat flat. When she walks around the car and leans down to examine the tire, a man who has been hiding in the van grabs her from behind. She struggles silently with her attacker, but she is hampered by the packages she is carrying and her bulky Santa suit. She tries to turn to scratch her attacker, but is knocked unconscious.

When she comes to, she finds herself in her car with her attacker on a deserted back road. She is severely beaten, raped, and thrown from the car. Her attacker—whom she has not really seen in the darkness and her panic—flees with her car, purse, and packages. Marianne is lucky to escape with her life.

a. What was the first mistake that Marianne made?

____

____

b. What basic rules for protecting herself and her possessions at the workplace did Marianne fail to follow?

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____

Assignment Sheet 1

c. What few security rules did Marianne follow?

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____

d. What should Marianne have done the instant she was grabbed from behind?

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e. What other methods might Marianne have tried to foil the attack and prevent the rape?

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f. What precautions did Marianne fail to follow to prevent attack and rape?

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Assignment Sheet 1

g. List the steps that Marianne should take now that rape has occurred.

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Scenario 3

Josh works in housekeeping for a large hotel. He runs out of pillowcases when he has one room left—No. 342—before finishing his room rounds for the afternoon. Josh parks the linen cart to one side of the door to 342, and goes to the third-floor linen room, which is only four doors down the hallway. However, after unlocking and entering the room, he finds no pillowcases. Returning to his cart, he ponders what to do, and then starts for the linen room on the fourth floor.

When Josh gets to the fourth floor, he meets the fourth-floor housekeeping team and talks with them for a while before going to the linen closet. At the closet, he realizes that he has left his keys on his third-floor linen cart. He asks one of the fourth-floor crew to open their linen closet for him, gets the pillowcases he needs, and returns to the third floor, having now been away for approximately 20 minutes. Much to his relief, his keys are where he left them.

Josh completes his duties and returns home. Later that afternoon, the guest in room 342 reports that her expensive watch and $300 worth of jewelry have been stolen from her room.

When first questioning Josh, management suspects him of the theft. On further questioning, however, management finds that Josh left his keys on his cart. Despite the fact that Josh has worked for the hotel for the past five years, he is held responsible for the loss of the guest's possessions and is disciplined by receiving three days without pay.

a. What basic security measure did Josh fail to take?

____

____

Assignment Sheet 1

b. Do you agree with management that Josh was responsible for the loss of the guest's possessions? Why or why not?

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____

c. Do you think that the disciplinary action taken was fair? Why or why not?

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Scenario 4

Many members of an annual May convention—which attracts over 5,000 people to Jon's city—have booked with Jon's hotel and filled it to capacity.

The hotel lobby is a noisy and crowded place on the first day of the conference, with large groups of people arriving at 11:00 a.m. and checking in simultaneously.

As a bellperson, Jon is kept busy. Nonetheless, he spots a man in the crowd at the registration desk whom he had noticed earlier—before the crush of activity. The man is wearing an overcoat and carrying an umbrella. When Jon saw him earlier, he had fleetingly assumed that the man was from the north and did not know how warm and sunny this southern city would be. Now, however, the man has had plenty of time to check into his room and change to more suitable clothes. Jon begins to have doubts.

Because another group of people approach and need Jon's services, he decides to help them to their rooms and then investigate. When he returns to the lobby, however, the man is gone and there is quite a hubbub at the front desk. Apparently several guests have had their pockets picked. One man's expensive camera was stolen from the counter as he registered, and another conference member has had two pieces of her luggage stolen. The man whose camera was stolen is complaining loudly about the hotel's lax security.

Assignment Sheet 1

a. What should Jon's customer-surveillance training have told him about the man in the overcoat?

____

____

b. Should Jon have helped the guests to their rooms before acting on his suspicions? Why or why not?

____

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____

c. What should Jon have done when he became suspicious?

____

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d. Do you think that the robbed guests will return to Jon's hotel? Why or why not?

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Scenario 5

Late one afternoon during a busy period of arrival and checkin, two clean-looking men with a dolly—and dressed in moving company uniforms with logos on their pockets—approach the front desk and ask for the key to the Starlite Lounge. Sally gives them the key, points out the lounge, which opens to the lobby, and then continues with her registration duties.

Assignment Sheet 1

The men move the baby grand piano out of the lounge, and then return several times for sofas, chairs, paintings, and other furnishings. Sally idly wonders when management decided to redecorate the lounge, but hasn't much time to think about it as she becomes busy again with her front-desk duties.

An hour or so later, during a lull in her duties, Sally realizes that the workmen have gone but have forgotten to return the lounge key to her. She calls her supervisor to report the missing key (and also to satisfy her curiosity about the new lounge furnishings) and finds out—to her horror—that the professional-looking men were not authorized movers but thieves who have stolen thousands of dollars of the hotel furnishings with her cheerful assistance.

a. What basic security guidelines did Sally fail to heed?

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____

b. Does management share the responsibility for this theft with Sally? Why or why not?

____

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____

Professional Image and Basic Sales Skills
Unit 5

Objective Sheet

Unit objective

After completing this unit, the student should be able to use basic sales techniques and maintain a professional appearance while working for and acting as a representative of a company or agency within the hospitality and tourism industry. The student will demonstrate these competencies by completing the assignment sheet and scoring a minimum of 85 percent on the written test.

Specific objectives

After completing this unit, the student should be able to

1. Match to their correct definitions terms associated with professional image and basic sales skills.
2. List benefits of participating in an employee orientation.
3. Select from a list areas covered during a typical employee orientation.
4. List ways organizations promote a professional image.
5. State the role of professional and trade organizations.
6. List benefits of trade shows to exhibitors and to hospitality and tourism operations in the host city.
7. Describe employee attributes that promote an operation's professional image.
8. List basic selling guidelines.
9. Match types of basic sales methods to their correct definitions.
10. Select from a list the advantages of personal selling.
11. Describe techniques used in up-selling.
12. List suggestive-selling techniques.
13. State the purposes of internal selling.
14. Demonstrate basic sales techniques. (Assignment Sheet 1)

Professional Image and Basic Sales Skills
Unit 5

Suggested Activities

Instructional plan

Preparation

- Review unit and plan presentation. Study the specific objectives to determine the order in which you will present the objectives.

  Review the unit introduction and teaching suggestions included in the delivery and application section below, and plan classroom activities. Also note the suggestions for media and supplemental materials.

  Plan your presentation to take advantage of student learning styles and to accommodate special-needs students.

- Obtain films, videotapes, and other media to supplement instruction of this unit. See ordering information in the suggested resources section.
- Select teacher components (teacher supplements, written test, unit evaluation form) you want to distribute to your students. Copy and prepare these components for distribution.
- Prepare the classroom by putting up posters and charts and displaying articles and other references related to the objectives of this unit.

Delivery and application

Unit introduction

The skill areas appearing in bold-face type in the unit introduction and teaching suggestions refer to the academic and workplace skills identified by the American Society of Training and Development (ASTD) and the U.S. Department of Labor. These have been adapted by MAVCC.

- Provide students with objective sheet. Discuss unit and specific objectives.

Teaching suggestions

Objective 1 Match to their correct definitions terms associated with professional image and basic sales skills.

Suggested Activities

- Read and discuss with students the terms and definitions presented in this section of the information sheet. Explain to students that this unit will be divided into two main sections: (1) presenting a professional image and (2) basic sales skills. Emphasize that the terms *advertising, competition, incentive group, market, orientation, professional image, publicity*, and *trade show* are related to the "professional image" section of the unit while the terms *suggestive selling* and *up-selling* relate to the section on basic sales skills. **(Listening for content; applying technical terms)**

Objective 2 List benefits of participating in an employee orientation. **Objective 3** Select from a list areas covered during a typical employee orientation.

- Treat Objectives 2 and 3 as a unit in presenting the idea that participating in a new-employee orientation is a privilege that will enable the new employee to present a professional image and to up-sell right away. **(Listening for content; adapting to the organization's goals, values, and culture)**
- Show the video *I'm Here to Work—Now What?* Have students take notes on the main points presented during the video, and then conduct a class discussion in which students present the points made in the video. **(Listening for content; writing notes; orally communicating a thought or idea)**
- Hand out Teacher Supplements 1 through 5 to illustrate how orientation takes place at a Ramada Inn. Or, you may use the materials in the Ramada's orientation package to set up orientation role-play situations for your students. **(Adapting to the organization's traditional modes of operation; developing self-confidence and creating a positive self-image; using imagination to create something new)**

Objective 4 List ways organizations promote a professional image. **Objective 5** State the role of professional and trade organizations. **Objective 6** List benefits of trade shows to exhibitors and to hospitality and tourism operations in the host city.

- Treat these objectives as a unit in discussing some of the ways businesses promote a professional image. Emphasize the role of professional and trade organizations and trade shows in projecting a professional image and the importance of employees participating in these organizations and shows. **(Adapting to the organization's traditional modes of operation)**

Suggested Activities

Objective 7 Describe employee attributes that promote an operation's professional image.

- Read with students the information presented in this section of the information sheet. Emphasize how important it is that each and every employee in an organization projects a professional image—because the image employees project *is* the organization's image. Lead a class discussion that allows students to relate personal situations in which one employee has affected the overall image of an organization. Write these situations on the board, and have students analyze why the employee positively or negatively affected the organization's image. **(Reading/listening for content; orally communicating a thought or idea; critical thinking)**

- Discuss with students that projecting a professional image also affects an employee's ability to sell. Using the situations you wrote on the board in the step above, lead students in analyzing and discussing possible connections between professionalism and sales ability. **(Orally communicating a thought or idea; critical thinking)**

- Show the video *How to Deal with All Kinds of Customers*. Have students take notes on the main points presented in the video, and then lead a class discussion in which students present the main points of the video. **(Listening for content; writing; orally communicating an idea)**

Objective 8 List basic selling guidelines. **Objective 9** Match types of basic sales methods to their correct definitions. **Objective 10** Select from a list the advantages of personal selling. **Objective 11** Describe techniques used in up-selling. **Objective 12** List suggestive-selling techniques. **Objective 13** State the purposes of internal selling.

- Treat Objectives 8 through 13 as a unit in which you describe and discuss basic sales techniques and guidelines. Emphasize to students that these techniques and guidelines are used whether the sales situation is personal face-to-face contact or telephone sales.

- Show the video *The Telephone: Your Business on the Line* and *Customer Service: It Pays to Please*. Have students take notes on the main points presented in the videos, and then lead a class discussion in which students present the main points of the videos. **(Listening for content; writing; orally communicating an idea)**

Suggested Activities

- Hand out Student Supplements 1 and 2 and Assignment Sheet 1, "Demonstrate Basic Sales Techniques." Read with students the information presented in Student Supplement 1, "Guidelines for Writing Sales Scripts." Stress the importance of pre-planning a sales presentation through the *scripting* process. Create a role-play situation in which two people present a sales process. Have students take notes during the role-play and identify (1) the stages of the process and (2) scripts that the actors used at each stage. Lead a class discussion in which students share their notes. **(Listening for content; writing; critical thinking; orally communicating an idea)**
- Show the video *Customer-Focused Selling*. Have students take notes on the main points presented in the video, and then lead a discussion in which students present the main points of the video. **(Listening for content; writing; orally communicating an idea)**
- Read the introduction and directions to Assignment Sheet 1, "Demonstrate Basic Sales Techniques," and discuss with students the descriptions in Student Supplement 2, "Braxton Arms Property Information." Answer any student questions and have students complete Assignment Sheet 1. **(Listening for directions)**

Evaluation

- Evaluate the assignment sheet. See the evaluation criteria listed at the top of the assignment sheet.
- Give and evaluate written test. See the component Answers to Written Test.
- Compile written-test and assignment-sheet scores on the Unit Evaluation Form.
- Reteach and retest as required.

Suggested resources

Resources used in developing the unit

Print media

- Coffman, C. DeWitt. *Hospitality for Sale.* East Lansing, Michigan: The Educational Institute of the American Hotel and Motel Association, 1980.

Suggested Activities

- Gray, William S., and Salvatore C. Liguori. *Hotel and Motel Management and Operations.* Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1980.
- Kasavana, Michael L., and Richard M. Brooks. *Managing Front Office Operations*, 3rd ed. East Lansing, Michigan: The Educational Institute of the American Hotel and Motel Association, 1991.
- Steadmon, Charles E. *Managing Front-Office Operations.* East Lansing, Michigan: The Educational Institute of the American Hotel and Motel Association, 1985.

Note: The publications below were published by and can be obtained from:

The HSMAI Foundation
1300 L Street, NW #800
Washington, DC 20005

- *The Front Office: Turning Service Into Sales* (brochure).
- *Effective Communication in Hotel Sales and Marketing*, 1987 (workbook).

Suggested supplemental resources

Nonprint media

The following videos are available to Oklahoma teachers from the Instructional Media Center of the Oklahoma Department of Vocational and Technical Education, 1500 West Seventh Avenue, Stillwater, Oklahoma 74074. Instructors in other states may obtain the videos from the addresses listed with the videos.

- *Customer-Focused Selling.* ½" VHS, color. Copyright 1987, Advantage Media, Inc., 21601 Marilla Street, Chatsworth, California 91311; phone 828-700-0504.

  This program introduces the five-step process involved in customer-focused selling: the greeting, qualifying the customer, presenting the merchandise, overcoming objections, and closing and add-on sales. After a summary, the four salespeople briefly state the benefits they received by learning these selling techniques.

Suggested Activities

- *Customer Service: It Pays to Please.* ½" VHS, color, 19 minutes. Copyright 1985, AIMS Media, Inc., 6901 Woodley Avenue, Van Nuys, California 91406; phone 800-367-2467.

  This video teaches your customer-service employees how important their jobs are to your company. And, it gives employees a clear understanding of their responsibilities as company representatives. They will learn the skills they need to sell your company's image to customers, and they will be sold on using them. Use of the telephone is of major importance to most companies, and special attention is given to preparing employees to use it well.

- *How to Deal with All Kinds of Customers.* ½" VHS, color, 30 minutes. Copyright 1983, American Bankers Association, 1120 Connecticut Avenue, N.W., Washington, DC 20036; phone 913-532-6540.

  Customers come in all varieties, and handling each one properly is a skill that requires understanding and professionalism. This program demonstrates ways employees can make an extra effort to ensure continued customer service.

- *I'm Here to Work—Now What?* ½" video, color, 12 minutes. Copyright 1983, Agency for Instructional Technology, 1111 West 17th Street, Bloomington, Indiana 47402; phone 800-457-4509.

  This program deals with policies (rules and regulations or guiding principles) and with procedures (set ways of doing things). Susan and Lee violate some policies and procedures common to most companies, and viewers see the results.

- *The Telephone: Your Business on the Line.* ½" VHS, color, 7 minutes. Produced by MIDI, Inc., and MTI release; copyright 1981, Coronet Films, 65 E. South Water Street, Chicago, Illinois 60601, phone 800-621-2131.

  This video teaches every member of an organization how to handle both external and internal telephone calls to achieve effective, profitable results. Extremely flexible and easy to implement, this videocassette workshop trains all employees to ensure customer satisfaction with every phone contact—a key to success in today's service-driven economy. Dramatized depictions of two organizations with contrasting telephone behaviors provide a hands-on model for demonstrating effective phone techniques and for developing strong corporate communication skills.

Professional Image and Basic Sales Skills
Unit 5

Answers to Written Test

1.

a.	7	h.	8
b.	3	i.	9
c.	2	j.	14
d.	4	k.	10
e.	1	l.	12
f.	5	m.	13
g.	6	n.	11

2. Answer should include any four of the following.

- Allows the employee to identify with the operation
- Influences the employee's length of time in and productivity on the job
- Gives the employee a sense of purpose
- Provides information concerning professional image and expected behavior
- Ensures that the employee understands what is expected on the job
- Ensures that the employee understands how his or her job fits in the overall operation
- Helps the employee feel "at home" with co-workers and in the work environment and therefore enables the employee to become productive sooner
- Allows the employee–through familiarity with the business—to up-sell right away

3. b, c, d, e, g, h, k

4. Answer should include any four of the following.

- Maintaining positive customer relations
- Providing excellent services/commodities
- Providing comfortable and accommodating facilities
- Presenting a positive image in all sales, advertising, and publicity promotions
- Maintaining positive coordination/cooperation with other tourism and hospitality operations and individuals
- Having personnel attend familiarization trips and trade shows, and serve in professional, trade, and civic associations

5. Provide a potential source of business through corporate and association meetings and incentive groups, conventions, and trade shows

Answers to Written Test

6. Answer should include any two of the following for each category below.

Benefits to exhibitors

- Provide an opportunity for exhibitors to come in direct contact with prospective customers
- Provide exhibitors with the opportunity to promote their businesses' products, services, and image
- Provide exhibitors with the opportunity to view competitors' products/services
- Help exhibitors establish a dialogue with the users of their products/services in order to determine refinements users may want
- Allow exhibitors and attendees to enjoy the accommodations, activities, and entertainment in the host city

Benefits to hospitality and tourism operations in the host city

- Provide a major source of revenue
- Provide a chance for direct contact with prospective customers, both individuals and groups
- Provide contact/exposure with a variety of markets
- Increase repeat or return business
- Aid in budgeting as trade shows often provide a predictable, recurring commitment from professional and trade organizations
- Generate publicity, both by word of mouth and through local media and media in the attendees' home areas

7. a. Employees should be freshly bathed and immaculately groomed with hair neatly styled; women with neat, low-key, conservative make-up; clothes clean, perfectly pressed and perfectly fitting; shoes shined; and hands and fingernails clean.
b. Employees should display a bright, alert, and pleasant personality.
c. Employees should be as prompt as possible in getting to a customer.
d. Employees should be polite and pleasant when speaking with a customer.
e. Employees should use good grammar when speaking with a customer.
f. Employees should display efficiency by attending to a customer as quickly as possible but without hurrying or seeming to rush.

8. Answer should include any five of the following.

- Know your product or service.
- Know your customers.
- Recognize verbal and nonverbal signals (listen).
- Suspend your personal opinion; look at the product or service from the perspective of a customer.
- Use up-selling techniques.

Answers to Written Test

- Use suggestive-selling techniques.
- Control the encounter.
- Be enthusiastic.
- Ask for the sale.

9. a. 3
   b. 1
   c. 4
   d. 2

10. a, c, d, e

11. **Top-down techniques**

    a. Provide the customer with rate categories, from highest to lowest.
    b. Start with the top rate, and ask for the sale after each category and before describing the next category, until you have made the sale.

    Bottom-up techniques

    a. Begin at the lowest rate, but do not ask for the sale until the highest rate is described.
    b. If the customer has already committed at a certain rate, try to upgrade by describing the advantages of products/services at higher rates.

12. Answers should include any four of the following.

    - Suggest other features of the operation.
    - Suggest other services offered by the operation.
    - Suggest other operations managed by the business.
    - Recommend cooperative businesses owned by others.
    - Inform the customer of available package "specials."
    - Provide complimentary items that will entice the customer to buy additional items or services.

13. a. To persuade customers to spend the maximum during their stay
    b. To persuade customers to return or repeat business
    c. To persuade customers to tell others about the business's services, facilities, or merchandise

Professional Image and Basic Sales Skills
Unit 5

Written Test

Name ____________________ Score __________

1. Match to their correct definitions terms associated with professional image and basic sales skills. Write the numbers on the blanks provided. Terms and definitions continue on the following page.

_____a. Sales technique in which the employee recommends that the customer try other related services or merchandise offered by the operation

_____b. Travel, trade show, and convention sales resulting from award/incentive programs provided by large companies

_____c. Businesses in pursuit of the same markets

_____d. All the potential sources of business for an operation

_____e. Favorably displaying a product or service by purchasing space on billboards or signs or in printed publications, or time on radio or television

_____f. Operation, service, facility, or merchandise being promoted or sold

_____g. Overall impression of quality, competency, and efficiency that a business or employee projects to prospective customers and the public

_____h. Gathering of exhibitors whose products and services are related to a specific trade or profession, the purpose of which is to create an awareness and interest in the products and services on display

1. Advertising
2. Competition
3. Incentive group
4. Market
5. Product
6. Professional image
7. Suggestive selling
8. Trade show

Written Test

______i. Process of making new employees familiar with the operation; generally performed in the first one to three days of employment

______j. Sales technique in which the employee presents options or rate categories so that the buyer will choose a higher rate

______k. Mention of a product, service, person, or business in any medium of communication

______l. Combination of services and products arranged for one total price

______m. Relating to a citizen, city, or community

______n. Using the telephone to make sales

9. Orientation
10. Publicity
11. Telemarketing
12. Package
13. Civic
14. Up-selling

2. List four benefits of participating in an employee orientation. Write your answers on the blanks provided below.

   a. ______________________________

   b. ______________________________

   c. ______________________________

   d. ______________________________

3. Select from the following list areas covered during a typical employee orientation. Write an "X" on the blank before each area covered.

______a. Overview of the hospitality and tourism industry

______b. Overview of the operation, its history, and its goals

______c. Tour of the facility and property

______d. Explanation of the operation's policies and procedures

______e. Explanation of employee benefits

______f. Sales training

Written Test

______g. Overview of the department

______h. Explanation of new employee's job responsibilities

______i. Training on equipment

______j. Management training

______k. Introduction to other employees and their job responsibilities

4. List four ways organizations promote a professional image. Write your answers on the blanks provided below.

   a. ______________________________

   b. ______________________________

   c. ______________________________

   d. ______________________________

5. State the role of professional and trade organizations. Write your answer on the blanks provided below.

   ____

   ____

6. List two benefits of trade shows to exhibitors and two benefits to hospitality and tourism operations in the host city. Write your answers on the blanks provided under each of the items below.

   Benefits to exhibitors

   a. ______________________________

   ____

   b. ______________________________

   ____

   Benefits to hospitality and tourism operations in the host city

   a. ______________________________

   ____

   b. ______________________________

   ____

Written Test

7. Describe employee attributes that promote an operation's professional image. Write your answers on the blanks provided beside each of the items below.

   a. Attention to grooming ______________________________

   ____

   b. Attractive demeanor ______________________________

   ____

   c. Promptness ______________________________

   ____

   d. Politeness ______________________________

   ____

   e. Standard English ______________________________

   ____

   f. Efficiency ______________________________

   ____

8. List five basic selling guidelines. Write your answers on the blanks provided below.

   a. ______________________________
   b. ______________________________
   c. ______________________________
   d. ______________________________
   e. ______________________________

Written Test

9. Match types of basic sales methods to their correct definitions. Write the numbers on the blanks provided.

_____a. Form of personal selling in which a salesperson places or receives telephone calls in an endeavor to sell bookings, reservations, or commitments

_____b. Selling conducted through direct person-to-person contact

_____c. Form of personal selling in which a number of salespeople make a concentrated, short-term series of personal or telephone contacts in order to obtain a large number of bookings, reservations, or commitments

_____d. Selling conducted by placing customer-directed printed materials and signs or spoken messages inside a business

1. Personal selling
2. Internal selling
3. Telemarketing
4. Sales blitz

10. Select from the following list the advantages of personal selling. Write an "X" on the blank before each advantage.

_____a. Provides direct, personal, face-to-face contact

_____b. Provides indirect contact

_____c. Provides an opportunity to present or show a product/service directly to the buyer

_____d. Provides an opportunity to overcome objections, correct false impressions, and answer questions

_____e. Provides the ability to get a signed, definite commitment or advance booking

Written Test

11. Describe techniques used in up-selling. Write your answers on the blanks provided below each of the following items.

    a. **Top-down techniques** (Describe two techniques.)

    ____

    ____

    ____

    ____

    ____

    ____

    ____

    ____

    b. **Bottom-up techniques** (Describe two techniques.)

    ____

    ____

    ____

    ____

    ____

    ____

    ____

    ____

12. List four suggestive-selling techniques. Write your answers on the blanks provided below.

    a. ____

    ____

    ____

b. ______________________________

____

____

c. ______________________________

____

____

d. ______________________________

____

____

13. State the purposes of internal selling. Write your answers on the blanks provided below.

a. ______________________________

b. ______________________________

c. ______________________________

Permission to duplicate this test is granted.

Professional Image and Basic Sales Skills
Unit 5

Unit Evaluation Form

Student name ______________________________ Unit rating __________

Assignment-sheet rating

Assignment Sheet 1—Demonstrate Basic Sales Techniques Rating ______

Comments: ____

____

____

Written-test scores

Pretest ______ Posttest ______ Other ______

Comments: ____

____

____

Teacher signature ______________________________ Date __________

Student signature ______________________________ Date __________

Permission to duplicate this form is granted.

Professional Image and Basic Sales Skills
Unit 5

Teacher Supplement 1—Ramada Inn's New-Employee Orientation Procedures

Introduction

The following pages present the new-employee orientation process used by managers in the Ramada Inn chain. Teacher Supplement 1 presents the steps a manager/supervisor uses in orienting a new employee, while Teacher Supplements 2 through 5 present worksheets and checklists presented to the employee during the orientation process.

Teacher Supplement 1

The Orientation Process

1. **Present an overview of the Ramada System.**

The employee who comes to work at Ramada is joining a very large team of hotel professionals. It is important that the employee be aware of the Ramada System, its history and goals, and the opportunities that exist for advancement within the system.

Materials needed:

- Orientation filmstrip
- Map of the world
- *Ramada Worldwide Directory*

Procedure:

- Show the orientation filmstrip.
- Use a map of the world to show Ramada properties in international locations.
- Provide employee with a copy of the *Ramada Worldwide Directory* and explain the reservations system and its benefits.
- Discuss the history of Ramada.
- Explain Ramada's goal of providing high-quality guest service in the mid-priced range.
- Explain the three tiers of Ramada properties: Inns, Hotels, and Renaissance.
- Encourage the employee to ask questions about the past, present, and future of Ramada.

2. **Present an overview of the property.**

The new employee who comes to work at a Ramada needs to learn about the property, including its history, organization, and the people responsible for carrying out its objectives. This is a step toward making the employee feel a part of the property, rather than an outsider. It also offers management an opportunity to introduce the formal organizational chart so that the employee knows the structured lines of communication that exist.

Teacher Supplement 1

Materials needed:

- Organizational chart—property level
- Brochures, factsheets

Procedure:

- Obtain or prepare copies of materials that cover (1) the property's history, (2) organizational structure, and (3) description of facilities and features.

- Discuss the history of the property, noting when it was opened, how long it has been a Ramada, who owns it, etc.

- Explain the organizational structure using an organizational chart. Tell the employee as clearly and briefly as possible the reporting relationships within the organizational structure.

- Discuss facilities and features of the property, using brochures and factsheets describing the property.

- Explain the employee's role as a representative of the property.

- Explain that each employee is a salesperson of the property's services.

3. **Explain policies and procedures.**

All policies and procedures governing employee performance must be discussed during orientation. An employee who knows the rules is less likely to violate them. In the process of explaining the policies and procedures to the new employee, it is important to point out some of the reasons behind existing policies. This helps the employee make appropriate judgments with respect to areas not specifically spelled out in the policies and procedures.

Materials needed:

- Completed Policy Guidelines Worksheet (see Teacher Supplement 2)

Procedure:

- Fill out the response that applies to your property for each question on the Policy Guidelines Worksheet.

- Review your policies and procedures with the new employee.

- Discuss any other policies of the property.

- Provide the employee a copy of the completed Policy Guidelines Worksheet.

- Have the employee read and sign a copy of the Policy Guidelines Worksheet, indicating that he or she understands what is expected behavior on the property.

- Place this signed copy in the employee's personnel file.

4. **Explain the benefits program.**

An employee who joins the Ramada team is entitled to certain benefits. A complete explanation of these benefits should be given, and the employee should have the opportunity to enroll in any programs for which he or she is eligible.

Materials needed:

- Benefits brochures or booklets
- Benefit enrollment forms

Procedure:

- Review the benefits programs with the employee, using the appropriate benefits information and forms.

- Allow time to answer all questions and to assist the employee in completing benefit enrollment forms.

- Schedule a time within the next week to complete enrollment forms if the employee wants to study the benefits information more extensively before enrolling.

- Give the employee copies of benefits brochures or booklets.

5. **Present an overview of the employee's department.**

The major functions of the new employee's department must be explained. Emphasis should be given to how the employee's own job fits into the larger business of carrying out departmental functions. Questions should be encouraged at this time.

Procedure:

- Give an in-depth tour of the department, allowing time for the employee to observe other employees performing their jobs.

- Spend extra time observing employees performing duties that the new employee will perform.

- Discuss in detail the department's primary activities and its relationships with other departments.

- Encourage the employee to ask questions relating to the various jobs within the department, relationships with other areas of the property, etc.

6. **Explain the employee's new job.**

When introducing a job to the new employee, it is key to remember that, while the job may be familiar to you, it is brand new to the employee. Even if the employee has performed a similar function elsewhere, the first day on the new job may be an anxious time. Concerns that take the form of "What do I do if . . . " and "Where do I find the . . . " usually are foremost in the mind of the employee.

Some guidelines to follow at this time include (1) speak of the job as one that is valued and important to the property, (2) avoid rushing through the explanation of job functions, and (3) reassure the employee when he or she expresses concerns.

Materials needed:

- Job description
- Performance appraisal form

Procedure:

- Obtain a copy of the job description for the employee's position. Give the employee a copy and thoroughly review it together.

- Explain the purpose of the performance appraisal system and how the process is conducted at your property. Give a copy of the document to the employee and review it completely.

- Discuss the employee's pay rate and the 90-day probation period.

7. **Provide the new employee a tour of the property.**

It is essential that the new employee be given a complete tour of the property as a key step in the orientation. This helps the employee feel comfortable in the working environment and also teaches the employee information needed to direct guests through the property.

Materials needed:

- Map of the property
- Tour Checklist (see Teacher Supplement 3)
- Product Knowledge Worksheet (see Teacher Supplement 4)

Procedure:

- Give the employee a map of the property to follow during the tour.
- Point out areas designated for employee use, such as locker rooms, entrances, and exits.
- Introduce the employee to other personnel.
- Show the employee the areas of major interest to the guests and mention hours of operation, entertainment, etc., in the lounge.
- Arrange for the employee to have dinner for two in the dining room or, if possible, an overnight stay plus a visit to the lounge and dinner to experience what it is like to be a guest in the property.
- Give the employee a Product Knowledge Worksheet to complete following the formal orientation.
- Review the completed Product Knowledge Worksheet with the employee.

8. **Introduce the employee to key management personnel.**

A new employee must meet the general manager, department head, and supervisor soon after joining the Ramada team. These key management people should extend a warm welcome to the new employee. A simple "Hello and welcome aboard" can make the difference between an employee who feels a part of the staff and one who never quite belongs.

The first day on the job is a major event in the employee's life. It means joining a new team and working to contribute to Ramada's goal of providing high-quality guest service. If top management is involved in employee orientation, it shows that the employee's first day is important to Ramada too, and this helps lower employee turnover.

Procedure:

- Schedule a visit from the general manager during the orientation session. This may take the form of a formal welcome to a group of new employees, or a visit to the manager's office.
- Take the employee to meet the department head in the employee's area if a personal/training director is conducting the orientation.
- Introduce the employee to his or her immediate supervisor.

- Introduce the employee to other key management personnel (other department heads, accounting manager, etc.).

9. **Introduce the employee to his or her peers.**

A new employee becomes part of a strong team when joining Ramada. Introducing the employee to work peers and providing the appropriate welcome is a first step toward bringing about long-term and productive relationships. An air of friendliness and warmth should be maintained during this process to put the new employee at ease.

Procedure:

- During the tour of the property, take time to introduce the new employee to co-workers. Allow time for this process. Do not rush through introductions.
- Following the tour, make it a point to seek out employees in the work group whom you missed or who were busy with guests at the time. Make a second round of introductions.

10. **Complete documentation.**

Having completed the orientation process, it is important to document that the employee has been given an appropriate introduction to Ramada. Complete the Employee Orientation Checklist (see Teacher Supplement 5), sign, and date. Have employee sign. Place completed checklist in the employee's personnel file.

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Professional Image and Basic Sales Skills
Unit 5

Teacher Supplement 2—Policy Guidelines Worksheet

Policy Guidelines Worksheet

Q. What is the policy on wearing nametags or ID badges?

A. ______________________________

____

Q. Where are employees permitted to park?

A. ______________________________

____

Q. What entrances and exits must employees use?

A. ______________________________

____

Q. What is the policy on removing items from the property?

A. ______________________________

____

Q. Explain the time card (or time sheet) policy used at your property.

A. ______________________________

____

Q. What is the policy for calling in sick?

A. ______________________________

____

Q. Where are employee's personal belongings stored?

A. ______________________________

____

Teacher Supplement 2

Q. When do employees have access to the storage area?

A. ____________________

____

Q. What items cannot be brought to work?

A. ____________________

____

Q. Can employees be asked by management to open personal storage areas for inspection?

A. ____________________

____

Q. Where are employees' eating areas?

A. ____________________

____

Q. When do employees get meal and snack breaks? How much time can be taken for meals and breaks?

A. ____________________

____

Q. What do employees pay for meals provided by the property?

A. ____________________

____

Q. What is the policy on smoking and snacking when on duty?

A. ____________________

____

Teacher Supplement 2

Q. Where are the smoking and snacking areas on the property?

A. ______________________________

____

Q. What is the policy on making and receiving calls at the property?

A. ______________________________

____

Q. Are employees allowed to use recreational facilities? When?

A. ______________________________

____

Q. Are employees allowed to use the lounge? When?

A. ______________________________

____

Q. What is the policy regarding employees' friends being on the property?

A. ______________________________

____

Q. Are employees allowed to cash payroll and personal checks at the property?

A. ______________________________

____

Q. What is the procedure for taking time off?

A. ______________________________

____

Teacher Supplement 2

Q. What is the policy regarding staff-meeting attendance?

A. ____

____

Q. How much notice must employees give before taking vacation time?

A. ____

____

Q. Are employees ever requested to change vacation times?

A. ____

____

Q. Are employees restricted from being in departments other than where they work?

A. ____

____

Q. Who on the property should be contacted when media representatives request information?

A. ____

____

Q. Are employees restricted in the type of information they may give to reporters?

A. ____

____

Q. What is the policy on discussing company business with outsiders?

A. ____

____

Teacher Supplement 2

Q. What emergency procedures should be followed in the event of:
Natural disasters (earthquake, floods, storms, etc.)?

A. ______________________________

____

Q. Bomb threats?

A. ______________________________

____

Q. Building collapse or explosion?

A. ______________________________

____

Q. Fire?

A. ______________________________

____

Q. What safety regulations and requirements must employees adhere to when operating equipment on the job?

A. ______________________________

____

Q. What should employees do if injured on the job?

A. ______________________________

____

Q. What should employees do if they witness a guest injury?

A. ______________________________

____

Teacher Supplement 2

Q. What other policies or procedures of your hotel affect employee performance?

A. ____

____

____

____

I have read and understood the above policies and procedures of Ramada.

______________________________ ______________________

Employee signature Date

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Professional Image and Basic Sales Skills
Unit 5

Teacher Supplement 3—Tour Checklist

Tour Checklist

A tour of the property should include all of the following:

☐ Front desk
☐ Paging phones
☐ Pay telephones
☐ Gift shop
☐ Vending machines
☐ Ice machines
☐ Guestrooms (all types)
☐ Restaurant (mention hours of operation)
☐ Lounge (mention hours of operation and entertainment)
☐ Guest laundry facilities
☐ Linen rooms
☐ Security
☐ Time clock
☐ Employee locker room/dressing room
☐ Employee cafeteria
☐ Bulletin boards
☐ Fire extinguishers
☐ Banquet rooms
☐ Public restrooms
☐ Kitchen
☐ Grounds
☐ Swimming pool
☐ Recreational facilities
☐ Housekeeping department
☐ Maintenance department
☐ Supply rooms
☐ Fire alarms
☐ Fire door/emergency exits
☐ Employee restrooms

(Other areas)

☐ ____________________
☐ ____________________
☐ ____________________
☐ ____________________

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Professional Image and Basic Sales Skills
Unit 5

Teacher Supplement 4—Product Knowledge Worksheet

Product Knowledge Worksheet

Directions Following the tour of the property, the new employee should be provided the Product Knowledge Worksheet to complete on his or her own. This worksheet offers the employee an opportunity to find out the specific information that helps him or her to answer guests' questions about the hotel. This worksheet should be returned to the person who delivered the orientation program, and any inaccuracies should be corrected.

Feature	Name (if applicable)	Where located	Hours of service
Restaurant			
Lounge			
Band/entertainment			
Swimming pool			
Sauna			
Gift shop			
Room service			
Vending machines			
Ice machines			
Van			
Checkout time			

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Professional Image and Basic Sales Skills
Unit 5

Teacher Supplement 5—Employee Orientation Checklist

Employee Orientation Checklist

1. **Present an overview of the Ramada System.**
   - ☐ Point out Ramada properties in international locations, using a map of the world.
   - ☐ Explain Ramada's goal of providing high-quality guest service in the mid-priced range.
   - ☐ Explain the three tiers of Ramada properties: Inns, Hotels, and Renaissance.
   - ☐ Encourage the employee to ask questions about the past, present, and future of Ramada.
2. **Present an overview of the property.**
   - ☐ Obtain or prepare copies of materials covering property history, organizational structure, and description of facilities.
   - ☐ Explain the organizational structure of the property.
   - ☐ Discuss facilities and features of the property, using brochures, factsheets, or postcards describing the property.
   - ☐ Explain the employee's role as a representative of the property.
3. **Explain policies and procedures.**
   - ☐ Fill out the response that applies to your property for each question on the Policy Guidelines Worksheet.
   - ☐ Review your policies and procedures with the new employee.
   - ☐ Discuss any other policies of the property.

Teacher Supplement 5

☐ Provide the employee with a copy of the completed Policy Guidelines Worksheet.

☐ Have the employee read and sign a copy of the policies and procedures.

☐ Place a signed copy in employee's personnel file.

4. **Explain the benefits program.**

☐ Review the benefits programs with the employee, using appropriate benefits information and forms.

☐ Allow time to answer all questions and to assist the employee in completing benefit enrollment forms.

☐ Schedule a time within the next week to complete enrollment forms if the employee needs more time to review benefits materials.

☐ Give the employee copies of benefits brochures or booklets.

5. **Provide the new employee with a tour of the property.**

☐ Give the employee a map of the property to follow during the tour.

☐ Point out areas designated for employee use, such as locker rooms, entrances, and exits.

☐ Introduce the employee to other property personnel.

☐ Arrange for the employee to have dinner for two and/or an overnight stay in your property.

☐ Give the employee a Product Knowledge Worksheet to complete following the formal evaluation.

☐ Review the Product Knowledge Worksheet with the employee upon completion.

6. **Introduce the employee to key management personnel.**

☐ Schedule a visit with the general manager to introduce the new employee.

☐ Introduce the employee to department head (if applicable).

☐ Introduce the employee to immediate supervisor.

Teacher Supplement 5

☐ Introduce the employee to other key management personnel.

7. Introduce the employee to work peers.

☐ Introduce the new employee to his or her co-workers during the tour of the property.

☐ Seek out employees whom you missed during the tour and make a second round of introductions.

8. Present an overview of the employee's department.

☐ Give an in-depth tour of the department, allowing time for the employee to observe other employees performing their jobs.

☐ Spend extra time observing employees performing duties that the new employee will perform.

9. Explain the employee's new job.

☐ Obtain a copy of the job description for the employee's position, provide employee with a copy, and review thoroughly.

☐ Explain the performance appraisal system, provide the employee with a copy, and review thoroughly.

☐ Discuss the employee's pay rate and the 90-day probation period.

Employee	Position
Personnel/training manager or department head	Date

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Professional Image and Basic Sales Skills
Unit 5

Information Sheet

1. **Terms and definitions associated with professional image and basic sales skills**

- **Advertising**—Favorably displaying a product or service by purchasing space on billboards or signs or in printed publications, or time on radio or television

- **Civic**—Relating to a citizen, city, or community

- **Competition**—Businesses in pursuit of the same markets

- **Incentive group**—Travel, trade show, and convention sales resulting from award/incentive programs provided by large companies

  Example: A manufacturer of major appliances rewards the leading retail dealer in each geographical area with a free trip for two to some exotic destination. These trips are not made individually, but rather as part of a tour group or convention that provides the manufacturer the opportunity of further promoting its particular product. Within the tourism industry there are certain travel agents or tour operators whose principal business is handling these incentive groups. These individuals work closely with the hospitality industry.

- **Market**—All the potential sources of business for an operation

- **Orientation**—Process of making new employees familiar with the operation; generally performed in the first one to three days of employment

- **Package**—Combination of services and products arranged for one total price

  Note: It is a misconception that the package price is a bargain price. Sometimes the package price is even marked *up* to cover special promotion and service expenses.

- **Product**—Operation, service, facility, or merchandise being promoted or sold

- **Professional image**—Overall impression of quality, competency, and efficiency that a business or employee projects to prospective customers and the public

- **Publicity**—Mention of a product, service, person, or business in any medium of communication

  Note: Publicity may be favorable or unfavorable and is not solicited or purchased as in advertising.

  Examples: In print, on the air, by word of mouth, on signs, at special events or demonstrations

Information Sheet

- **Suggestive selling**—Sales technique in which the employee recommends that the customer try other related services or merchandise offered by an operation

  Note: Suggestive selling may also be called *cross-selling* or *referral.*

- **Telemarketing**—Using the telephone to make sales

- **Trade show**—Gathering of exhibitors whose products and services are related to a specific trade or profession, the purpose of which is to create an awareness and interest in the products and services on display

- **Up-selling**—Sales techniques in which the employee presents options or rate categories so that the buyer will choose a higher rate

2. **Benefits of participating in an employee orientation**

- Allows the employee to identify with the operation
- Influences the employee's length of time in and productivity on the job
- Gives the employee a sense of purpose
- Provides information concerning professional image and expected behavior
- Ensures that the employee understands what is expected on the job
- Ensures that the employee understands how his or her job fits in the overall operation
- Helps the employee feel "at home" with co-workers and in the work environment and therefore enables the employee to become productive sooner
- Allows the employee—through familiarity with the business—to up-sell right away

3. **Areas covered during a typical employee orientation**

- Overview of the operation, its history, and its goals

  Examples: Typical market, the type of tourist or guest to expect

- Tour of the facility and property
- Explanation of the operation's policies and procedures
- Explanation of employee benefits
- Explanation of the operation's services and products

Information Sheet

- Overview of the department
- Explanation of new employee's job responsibilities
- Introduction to key management personnel
- Introduction to other employees and their job responsibilities

4. **Ways organizations promote a professional image**

   - Maintaining positive customer relations
   - Providing excellent services/commodities
   - Providing comfortable and accommodating facilities
   - Presenting a positive image in all sales, advertising, and publicity promotions
   - Maintaining positive coordination/cooperation with other tourism and hospitality operations and individuals
   - Having personnel attend familiarization (fam) trips and trade shows, and serve in professional, trade, and civic associations

5. **The role of professional and trade organizations**—Provide a potential source of business through corporate and association meetings and incentive groups, conventions, and trade shows

6. **Benefits of trade shows to exhibitors and to hospitality and tourism operations in the host city**

   Note: Operations and individuals in the hospitality and tourism industry may be exhibitors, hosts, or sponsors of trade shows and conventions.

   a. **Benefits to exhibitors**

      - Provide an opportunity for exhibitors to come in direct contact with prospective customers
      - Provide exhibitors with the opportunity to promote their businesses' products, services, and image
      - Provide exhibitors with the opportunity to view competitors' products/services
      - Help exhibitors establish a dialogue with the users of their products/services in order to determine refinements users may want

Information Sheet

- Allow exhibitors and attendees to enjoy the accommodations, activities, and entertainment in the host city

  Note: Often, exhibitors and attendees treat a convention or trade show as a business vacation and include family and friends in the event.

b. **Benefits to hospitality and tourism operations in the host city**

- Provide a major source of revenue

  Note: Trade-show and conference attendees require food, lodging, entertainment, conference and meeting rooms, exhibit space, recreational and cultural events, tours, and a host of other activities.

- Provide a chance for direct contact with prospective customers, both individuals and groups

- Provide contact/exposure with a variety of markets

  Examples: Government market, association market, corporate market, sports market (traveling teams), trade-union market, tour-group market, senior-citizen market, arts and theater market

- Increase repeat or return business

- Aid in budgeting as trade shows often provide a predictable, recurring commitment from professional and trade organizations

  Note: Usually, professional and trade organizations schedule conventions or trade shows yearly at approximately the same dates, and often with roughly the same number of attendees.

- Generate publicity, both by word of mouth and through local media and media in the attendees' home areas

7. Employee attributes that promote an operation's professional image

Note: All employees in the hospitality and tourism industry who are in *direct personal contact* with customers should consider themselves salespeople and personal representatives of the business. Collectively, employees come in contact with many more customers each day than the manager can.

- **Attention to grooming**—Employees should be freshly bathed and immaculately groomed with hair neatly styled; women with neat, low-key, conservative make-up; clothes clean, perfectly pressed and perfectly fitting; shoes shined; and hands and fingernails clean.

Information Sheet

Note: Grooming is mentioned here because poor grooming can wipe out all other attributes. The employee may be attentive, prompt, polite, and efficient, but if his or her hair is in disarray and his or her uniform is stained with food, the customer will focus on the negative and apply this negative impression to the business as a whole. To the customer, the employee *is* the operation.

- **Attractive demeanor**—Employees should display a bright, alert, and pleasant personality.

  Examples: Good posture; straight, upright bearing; smiling face

- **Promptness**—Employees should be as prompt as possible in getting to a customer.

  Note: If there will be a delay, say to the customer pleasantly, "I will be with you as quickly as I can," or something similar.

- **Politeness**—Employees should be polite and pleasant when speaking with a customer.

  Examples: "Yes, sir," (not "Yep" or "Yeah"), "No, madam," (not "Nah"), "Please," "Thank you," "Hello," "Good evening," "Please come back again"

- **Standard English**—Employees should use good grammar when speaking with a customer.

- **Efficiency**—Employees should display efficiency by attending to a customer as quickly as possible but without hurrying or seeming to rush.

  Examples: Knowing the basics of your job, such as knowing which forms to complete and how to complete them, how to use the telephone, where to find information that the customer requests

8. **Basic selling guidelines**

- Know your product or service.

- Know your customers.

- Recognize verbal and nonverbal signals (listen).

- Suspend your personal opinion; look at the product or service from the perspective of a customer.

  Examples: Expense account, size of party, purpose of buying the product or service

Information Sheet

- Use up-selling techniques.
- Use suggestive-selling techniques.
- Control the encounter.
- Be enthusiastic.
- Ask for the sale.

Example: "May I book you on that two-day Alaskan fjord tour, then, at $500 per person, meals included?"

9. Types of basic sales methods and their definitions

a. **Personal selling**—Selling conducted through direct person-to-person contact

- **Telemarketing**—Form of personal selling in which a salesperson places or receives telephone calls in an endeavor to sell bookings, reservations, or commitments
- **Sales blitz**—Form of personal selling in which a number of salespeople make a concentrated, short-term series of personal or telephone contacts in order to obtain a large number of bookings, reservations, or commitments

Example: Cold calls

b. **Internal selling**—Selling conducted by placing customer-directed printed materials and signs or spoken messages inside a business

Examples: Message on the public-address system announcing that the cocktail lounge is open at 5 p.m., tent advertisements on dining tables, brochures in guestrooms or on reception counter

10. Advantages of personal selling

- Provides direct, personal, face-to-face contact
- Provides an opportunity to present or show a product/service directly to the buyer
- Provides an opportunity to overcome objections, correct false impressions, and answer questions
- Provides the ability to get a signed, definite commitment or advance booking

Information Sheet

11. Techniques used in up-selling and their descriptions

a. Top-down techniques

- Provide the customer with rate categories, from highest to lowest.*

  Note: The tendency is to choose the middle category.

  Example: "We have large, comfortable studio rooms with a view of the mountains at $75; newly redecorated, quiet rooms on the fifth floor at $65; and first-floor rooms convenient to parking for $55. Which would you prefer?"

- Start with the top rate, and ask for the sale after each category and before describing the next category, until you have made the sale.

  Example: "We have available a fantastic studio room with a mountain view and a space for your samples at $75. May I reserve this room for you?"

  (Pause to wait for the customer to agree or to indicate that other options are desired.)

  "We have a quiet, newly redecorated room on the fifth floor near the elevator for $65. How does that sound? May I book you into this room?"

b. Bottom-up techniques

- Begin at the lowest rate, but do not ask for the sale until the highest rate is described.

  Example: "We have a very convenient room close to your car, which we can easily get your luggage into, at $55.

  "We also have a quiet, newly redecorated room on the fifth floor near the elevator for $65."

  "Or, we have available a fantastic studio room with a mountain view and a space for your samples at only $10 more. May I book you in the studio room?"

- If the customer has already committed to a certain rate, try to upgrade by describing the advantages of products/services at higher rates.

  Example: "I notice that you've reserved a room with a regular tub. Some of our redecorated rooms have Jacuzzis, and they are only $10 more a night than those with regular tubs. May I change your booking so that you can really unwind after your business meetings?"

Information Sheet

12. Suggestive-selling techniques

Note: The bottom line in suggestive selling is that the customer cannot buy what he or she does not know about. It is the employee's responsibility to make suggestions that may result in sales.

- Suggest other features of the operation.

  Example: "We have a comedy team performing in the lounge this evening at 8. I saw the performance last night and it is hilarious—well worth the $10 cover charge, which includes one free drink and snacks."

- Suggest other services offered by the operation.

  Example: "We provide excellent room service from our own Rainbow Restaurant. Here is a current menu. If you would like to relax and eat-in this evening, just call the number listed."

- Suggest other operations managed by the business.

  Example: "You're going to Houston next week? Do you know that we have an agency there? Let me give you the manager's business card and number. She can help you plan your stay."

- Recommend cooperative businesses owned by others.

  Note: If you send business their way, they will send business your way.

  Example: "An outstanding travel agency we use is right down the street. Howie Sterling, the manager, will be able to help you arrange that deep-sea charter."

- Inform the customer of available package "specials."

  Example: "We have a luncheon special today in the Rainbow Restaurant. Seafood cocktail, all-you-can-eat hot and cold salad bar, and your choice of beverage for $5.25."

- Provide complimentary items that will entice the customer to buy additional items or services.

  Examples: Card for a complimentary glass of wine; laundry and dry-cleaning bags for cleaning services; free shuttle service

Information Sheet

13. Purposes of internal selling

- To persuade customers to spend the maximum during their stay.
- To persuade customers to return or repeat business
- To persuade customers to tell others about the business's services, facilities, or merchandise

Professional Image and Basic Sales Skills
Unit 5

Student Supplement 1—Guidelines for Writing Sales Scripts

Sometimes customers refer to salespeople as *order takers*. Often, this negative label is a result of the salesperson's inability to present the product or service he or she is selling in an exciting and favorable light. Typically, this inability is caused by the salesperson's lack of advance planning for the sales process.

Because the sales process moves through certain predictable stages, the effective salesperson knows that he or she can make the sales presentation exciting by planning *scripts* for each stage of the process. The stages of the sales process and examples of scripts for each phase are presented below.

Stages in the sales process

Stage 1: Greeting

A positive greeting sets the stage for every other stage in the sales process. Many phrases can be used, but the greeting used must be sincere and should include your full name (and position, if appropriate). You should also smile while giving the greeting.

Examples: "Good morning, "I'm Troy Carboni. How may I help you?"

"Welcome to the Brownstone Hotel. I'm Troy Carboni. How may I help you?"

"Hi! We're glad to see you! I'm Troy Carboni. How may I help you?"

Stage 2: Determining the customer's specific needs

The good salesperson knows that there are two phases in determining a customer's needs: listening and leading. The salesperson first *listens* to the customer's statement of his or her needs and then *leads* the customer with phrases that help the salesperson get vital information to ensure that those needs will be met.

Examples: "How many will be in your party?"

"Would you like a room near your parking place?"

"When do you prefer to begin your trip?"

By listening and leading in this stage of the sales process, the salesperson learns what the customer wants, and knows what script to use with the customer in the next stage of the process.

Student Supplement 1

Stage 3: Offering options (selling)

This stage is the key to the entire sales process. During this stage, the sales person offers the customer options based upon the fact-finding completed in Stage 2.

Factors to keep in mind during this stage are

- Some travel-related businesses and hotels ask their salespersons to sell their more expensive options first, while still being careful to match the customer's needs to these options. To do this effectively, salespersons should use scripts that incorporate up-selling and suggestive-selling techniques.

- Sales persons should describe options positively to the potential buyer, but without exaggerating or deliberately misrepresenting options. The customer will quickly recognize any inaccuracies.

- Scripts for this stage of the sales process should describe the physical features of an option. One method used by some salespeople is to categorize option features (1) that are somewhat similar and (2) that are unique to a particular option. Once the similar and unique features of an option are recognized, the salesperson develops phrases to describe these features.

  Example: If you were describing the various types of rooms in a particular hotel, you might use the following script phrases.

    - Tower suite with a central sitting area, two bedrooms each with one double bed, a Jacuzzi, and a cash bar

    - Business suite with a separate sitting/work area with Mac or IBM computer/printer, one queen bed in bedroom, and a cash bar

    - Honeymoon suite with a separate sitting area, one king-size bed in the bedroom, Jacuzzi, cash bar, and a complimentary breakfast room service.

- Scripts should also include phrases that describe the benefits of the options to the guests themselves.

  Examples: " . . . which will fit your needs nicely."

  " . . . which will make it easy for you to conduct your business meetings."

Student Supplement 1

- When planning the script for this stage, the salesperson should also remember the important difference between simply quoting rates and developing an effective sales presentation that creates acceptance for the option.

Stage 4: Asking for the sale

Once the salesperson has presented possible options to a customer and helped him or her select an option, the next step is to present the customer with a script that confirms that the sale has been completed.

Examples: "Should I start the itinerary today, then, Ms. Jones?"

"Please fill in the information on our registration card, Mr. Brown."

Remember, the key to good sales technique is an exciting sales presentation—and the key to an exciting sales presentation is advance planning for the sales process.

Professional Image and Basic Sales Skills
Unit 5

Student Supplement 2—Braxton Arms Property Information

- Set on 20 acres in a park-like setting in the heart of the city, the Braxton Arms is a mere year old. Its owner also has several other hotels (not chains) in other states.
- The Braxton contains 400 guestrooms:
  - 50 rooms with one double bed; assigned to one person; 10 on each floor near the elevators; no refrigerator, $65/night
  - 40 efficiencies with kitchen; all efficiencies contain complete kitchen appliances, dishware, and serving utensils; coffee makers, $75/night
  - 250 rooms with two queen beds; assigned to two people; those on west side of the building overlook the hotel pool; those on east side overlook the gardens and front entrance; all contain refrigerators, $110/night
  - 45 mini-suites with one king-sized bed and sitting area; Jacuzzi; cash bar; refrigerator, $135/night
  - 8 tower suites with two double bedrooms off a central sitting area and kitchen; Jacuzzi; cash bar, complimentary continental breakfast served in the hotel dining room, $155/night
  - 5 business suites with one queen bed, separate sitting/work area with Mac or IBM computer/printer; cash bar; refrigerator, $155/night
  - 2 honeymoon suites with one king-sized bed; separate sitting area; bathroom with Jacuzzi; cash bar; refrigerator, private rooftop garden and hottub, complimentary continental breakfast room service, $200/night
- All rooms contain cable television service and videotape connections.
- All but the tower, business, and honeymoon suites can accommodate a child's crib or cot at no additional fee.
- The outdoor pool is adjoined by a children's pool and playground and a workout center.
- The Braxton has its own gift shop, beauty parlor, haute cuisine restaurant (The Golden Apple), cocktail lounge (Pip's Place), family restaurant (The Clan Cooker), and coffee shop.
- The evening's special at the Golden Apple is Maine lobster and filet mignon with Caesar salad, beverage, and dessert ($30); the specials for The Clan Cooker include a child's complete dinner of crispy chicken ($3.95) and an all-you-can-eat smorgasbord ($8.75).
- This week, entertainment at 8 p.m. each evening in Pip's Place is the famous Scandinavian comedy team of Lars and Larissa. Cover charge is $10, which includes entry, one free drink, and munchies.

Professional Image and Basic Sales Skills
Unit 5

Assignment Sheet 1—Demonstrate Basic Sales Techniques

Name ______________________________ Overall rating __________

Evaluation criteria	Rating
• Directions have been followed.	______
• Scripts demonstrate up-selling techniques.	______
• Scripts demonstrate suggestive-selling techniques.	______
• Scripts demonstrate that student has accurately sized up customer needs and has sold services that meet those needs.	______
• Scripts demonstrate that student has asked for the sale.	______

Introduction

The principal concern of hospitality salespeople is to sell guestrooms and hotel services to prospective buyers. Up-selling and suggestive selling are two of the most frequently used sales techniques, but they will not work if the employee does not give the potential customer the information he or she needs about the property features, room rates, and facilities. The salesperson must size up the potential customer's needs and know how the product can meet those needs.

These sales essentials apply equally to employees in the tourism industry. The salesperson in the tourism industry must be very knowledgeable of the options available and should enthusiastically use up-selling and suggestive-selling techniques to sell these options, package tours, travel arrangements, and accommodations to the potential customer.

Exercise

Directions

Study the information presented in Objectives 7 through 13 in the information sheet and the information presented in Student Supplement 1, "Guidelines for Writing Sales Scripts."

Next, read Student Supplement 2, "Braxton Arms Property Information." Assume that you have been with the Braxton Arms Hotel for three weeks as a reservations agent, and that the Braxton is located in your home town or a city you know well. It is May and the beginning of the tourist season in your area.

Assignment Sheet 1

Then, read the scenarios below and under each scenario write a script outline of what you would say to sell Braxton's accommodations and services to each of the potential customers described.

Turn in your written scripts to your instructor for evaluation.

Scenarios

Potential Customer 1: A businessman telephones. He needs a room for three nights so that he can attend a business conference. He is on an expense account.

Proposed sales script: ______________________________

Assignment Sheet 1

Potential Customer 2: A vacationing family of five (5-year-old twin boys and an infant) needs a room for two nights. They are on a budget and would like to prepare their own meals.

Proposed sales script: ______________________________

Assignment Sheet 1

Potential Customer 3: Two male fire instructors want a room for four nights so that they can attend a trade show and conference. They are "on their own" (no expense accounts) so want to share a room and expenses.

Proposed sales script: ______________________

Assignment Sheet 1

Potential Customer 4: A couple calls to arrange a honeymoon stay of three nights. They have saved $400 for their accommodations.

Proposed sales script: ______________________________

Assignment Sheet 1

Potential Customer 5: The parents of a soon-to-be-wed couple call to arrange honeymoon accommodations for their daughter. They would like to know what activities and entertainment the area has to offer. They want to book a top-of-the-line four-day stay.

Proposed sales script: ______________________________

Assignment Sheet 1

Potential Customer 6: A single, female executive on an expense account needs a room for the night.

Proposed sales script:

Assignment Sheet 1

Potential Customer 7: A corporate travel manager calls to book rooms for thirteen employees who will stay three nights on a business trip. Eight of the employees—four men and four women—will share rooms, two to a room; three female employees want to room together, and the remaining two employees want individual rooms.

Proposed sales script: ____________________

Assignment Sheet 1

Potential Customer 8: A group of six senior citizens in town for Elderhostel classes needs a room for five nights. There is one couple and four single members of the group. The single members (two men and two women) are willing to double up and share room rates.

Proposed sales script: ______________________________

Assignment Sheet 1

Potential Customer 9: A high school girls' track coach calls to book rooms for one night for her team of 12, which will be in town for a regional track meet.

Proposed sales script:

Customer-Relations Skills
Unit 6

Objective Sheet

Unit objective

After completing this unit, the student should be able to use customer-relations skills while working for and acting as a representative of an agency within the hospitality and tourism industry. The student will demonstrate these competencies by completing the assignment sheet and scoring a minimum of 85 percent on the written test.

Specific objectives

After completing this unit, the student should be able to

1. Match to their correct definitions terms associated with customer relations.
2. List essential customer-relations skills.
3. List reasons employees must provide quality customer service.
4. Complete statements about methods of providing quality customer service.
5. List ways an employee demonstrates a positive attitude toward quality customer service.
6. List reasons for applying customer-relations skills.
7. Arrange in order Maslow's hierarchy of human needs.
8. Match the levels in Maslow's hierarchy of human needs with their correct descriptions.
9. List in order the basic problem-solving steps.
10. Distinguish among the types of problems leading to customer complaints.
11. Handle customer complaints. (Assignment Sheet 1)

Customer-Relations Skills
Unit 6

Suggested Activities

Instructional plan

Preparation

- Review unit and plan presentation. Study the specific objectives to determine the order in which you will present the objectives.

  Review the unit introduction and teaching suggestions included in the delivery and application section below, and plan classroom activities. Also note the suggestions for media and supplemental materials.

  Plan your presentation to take advantage of student learning styles and to accommodate special-needs students.
- Obtain films, videotapes, and other media to supplement instruction of this unit. See ordering information in the suggested resources section.
- Make transparencies from transparency masters included in this unit.
- Select teacher components (written test, unit evaluation form) you want to distribute to your students. Copy and prepare these components for distribution.
- Prepare the classroom by putting up posters and charts and displaying articles and other references related to the objectives of this unit.

Delivery and application

Unit introduction

The skill areas appearing in bold-face type in the unit introduction and teaching suggestions refer to the academic and workplace skills identified by the American Society of Training and Development (ASTD) and the U.S. Department of Labor. These have been adapted by MAVCC.

- Provide students with objective sheet. Discuss unit and specific objectives.
- Invite a manager from a local hospitality or travel-related business to speak to the class concerning the importance of employees developing customer-relations skills.

Suggested Activities

Have the manager provide both positive and negative examples of employees using or neglecting customer relations. Have the manager tell specifically how these examples affected the organization's business relations in the community. **(Listening for content; adapting to the organization's values, culture, and traditional modes of operation)**

Teaching suggestions

Objective 1 Match to their correct definitions terms associated with customer relations.

- Read and discuss with the students the terms and definitions presented in this section of the information sheet.

  Emphasize to students the differences between an *ability*, *aptitude*, and an *attitude*. Relate that through practice students can develop the **ability** and **attitude** necessary to master customer-relations skills despite their original **aptitude**. **(Listening for content; applying technical terms)**

  Discuss the definitions of the terms *defense mechanism* and *rationalization* and read with students the examples presented in the information sheet under each term. Then have students discuss times when they have used defense mechanisms and rationalization in their dealings with others. Relate to students the negative impact defense mechanisms can have on the work environment. **(Listening for content; applying technical terms)**

  Discuss the definitions of the terms *customer* and *customer relations*. Emphasize to students the word *positive* in the definition of the term *customer relations*. **(Listening for content; applying technical terms)**

  Discuss the definition of the term *reflective question* and read to students the examples of a reflective question presented in the information sheet. Then read to students scenarios in which they must provide reflective questions. **(Listening for content; applying technical terms; orally communicating a thought or idea)**

- Discuss the term *hierarchy* and provide students with some background information on Maslow and the development of his motivation theory.

Suggested Activities

- Discuss the definition of the term *personality* and relate the definition to the personality qualities that may be reflected in the information presented in Objective 2 of the information sheet.

Objective 2 List essential customer-relations skills. **Objective 3** List reasons employees must provide quality customer service. **Objective 4** Complete statements about methods of providing quality customer service.

- Treat these three objectives as a unit, relating to students what customer-relations skills are, why they are important to a business, and how employees can provide quality customer service. Read with students the information presented in these sections of the information sheet. **(Listening for content; adapting to the organization's values and culture)**
- Show the videos *How to Deal with All Kinds of Customers, Customer Service: The Film*, and *Customer Service: It Pays to Please*. Have students take notes on the main points presented in these videos, and then lead a discussion in which students present these main points. **(Listening for content; writing; orally communicating a thought or idea)**

Objective 5 List ways an employee demonstrates a positive attitude toward quality customer service.

- Read with students the information presented in this section of the information sheet, and again emphasize the term *positive attitude*. Then show the videos *Your Attitude Determines Your Attitude* and *A Formula for Building a Winning Attitude*. Provide students with a question sheet to fill out that will lead them in determining the main points presented in these videos. Lead a discussion in which students present these main points. **(Listening for content; writing; orally communicating a thought or idea)**

Objective 6 List reasons for applying customer-relations skills.

- The previous objectives have stressed how important it is to a business that their employees present good customer-relations skills. The emphasis of this objective is how providing quality customer relations can personally benefit the employee. Lead students in discussing the success of persons they know of who exhibit good customer relations. **(Listening for content; emphasizing self-direction; creating a positive self-image)**

Suggested Activities

Objective 7 Arrange in order Maslow's hierarchy of human needs. **Objective 8** Match the levels in Maslow's hierarchy of human needs with their correct descriptions.

- Treat Objectives 7 and 8 as a unit in which you relate Maslow's hierarchy to the process of good customer relations. Use Transparency 1, "Hierarchy of Human Needs," to illustrate your discussion. **(Listening for content)**

- Have students look at the descriptions and determine which level they think they are on. Lead students to realize how the level they are on may affect their ability to provide quality customer relations. **(Listening for content)**

- Lead students to realize that most of the people they will be dealing with in the hospitality and tourism industries will be at least on level 3 of the hierarchy and how this fact will affect their dealings with these people. **(Listening for content)**

Objective 9 List in order the basic problem-solving steps. **Objective 10** Distinguish among the types of problems leading to customer complaints.

- Discuss with students the information presented in these sections of the information sheet. Use Transparency 2, "Problem-Solving Method," and Transparency 3, "Types of Problems Leading to Complaints," to illustrate your discussion. **(Listening for content)**

- Show the video *Cooling the Hot Customer* and have students note the problem-solving steps presented in the video. Lead a discussion in which students present the contents of their notes. **(Listening for content; writing; orally communicating a thought or idea)**

- Hand out Student Supplement 1, "Guidelines for Handling Customer Complaints," and Assignment Sheet 1, "Handle Customer Complaints."

  Discuss with students how proper handling of complaints can turn a negative situation into a positive experience for both parties involved.

Suggested Activities

Read with students the introduction and directions to the assignment sheet. Answer any student questions and have students complete Assignment Sheet 1. **(Listening for content; listening for directions)**

- When students have completed Assignment Sheet 1, assign students into groups of two and have them develop and present role-plays using the scenarios presented in the assignment and their answers to the questions in the assignment. Have other students in the class evaluate the quality of the problem-solving techniques presented in the role-plays. **(Working together in a group; orally communicating a thought or idea; using imagination to create something new; recognizing and defining problems and inventing solutions)**

Evaluation

- Evaluate assignment sheet. See the evaluation criteria listed at the top of the assignment sheet as well as the component Answers to Assignment Sheet.
- Give and evaluate written test. See the component Answers to Written Test.
- Compile written-test and assignment-sheet scores on the Unit Evaluation Form.
- Reteach and retest as required.

Suggested resources

Resources used in developing this unit

Print media

- *About Guest Relations: A Guide for Hotel and Motel Employees.* South Deerfield, Massachusetts: Channing L. Bete, 1990.
- Coffman, C. Dewitt. *Hospitality for Sale.* East Lansing, Michigan: The Educational Institute of the American Hotel and Motel Association, 1980.
- Gray, William S., and Salvatore C. Liguori. *Hotel and Motel Management and Operations.* Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1980.

Suggested Activities

- Kasavana, Michael L., and Richard M. Brooks. *Managing Front-Office Operations*, 3rd ed. East Lansing, Michigan: The Educational Institute of the American Hotel and Motel Association, 1991.
- Steadmon, Charles E. *Managing Front-Office Operations.* East Lansing, Michigan: The Educational Institute of the American Hotel and Motel Association, 1985.

Suggested supplemental resources

Resources used for student references

Print media

- *About Guest Relations: A Guide for Hotel and Motel Employees.* South Deerfield, Massachusetts: Channing L. Bete, 1990.

  Order the scriptographic booklet above from Channing L. Bete Company, Inc., South Deerfield, Massachusetts 01343-0200; telephone 800-628-7733.

Nonprint media

Note: Oklahoma teachers may order the following videos from the Oklahoma Department of Vocational and Technical Education, 1500 West Seventh Avenue, Stillwater, Oklahoma 74074. Other instructors may order the videos from the addresses listed with the videos.

- The following two videos are programs from a Zig Ziglar series *Born to Win.* Both color videos are available in ½" VHS format and were copyrighted in 1982 by the Zig Ziglar Corporation, 13642 Omega at Alpha, Dallas, Texas 75234; phone 214-233-9191.

  Born to Win: Your Attitude Determines Your Attitude.

  In this video *attitude* is exactly what Zig Ziglar speaks about. He stresses how important our attitude is in our work and how it can help or harm the employee.

  Born to Win: A Formula for Building a Winning Attitude.

  In this video, Zig Ziglar presents his version of a formula for building a positive and winning attitude.

Suggested Activities

- *Cooling the Hot Customer.* ½" VHS, color, 20 minutes. Copyright 1988, American Bankers Association, 1120 Connecticut Avenue, N.W., Washington, D.C. 20036; phone 913-532-6540.

  It happens to everyone sooner or later, the inevitable encounter with a dissatisfied, and possibly irate, customer. This video class teaches important skills involved in calming the "hot" customer, discovering the source of a problem, and helping to resolve it. It is a course in problem solving in which employees learn how to turn a negative into a positive.

- *Customer Service: It Pays to Please.* ½" VHS, color, 19 minutes. Copyright 1984, Aims Media, Inc., 6901 Woodley Avenue, Van Nuys, California 91406; phone 800-367-2467.

  This video teaches employees how important their job is to the business establishment. It provides employees with a clear understanding of their importance as company representatives. Employees will learn the skills they need to sell the company's image to customers, and they will be sold on using them. Use of the telephone is of major importance to most businesses, and special attention is given to preparing employees to use it well.

- *Customer Service: The Film.* ½" VHS, color, 25 minutes. Copyright 1987, Barr Films, 12801 Schabarum Avenue, Irwindale, California 91706-7878; phone 818-338-7878.

  This video teaches the importance of positive customer relations through a series of connected and humorous scenes outlining both good and bad customer-service practices.

- *How to Deal with All Kinds of Customers.* ½" VHS, color, 19 minutes. Copyright 1984, American Bankers Association (see address above).

  In this video, the viewer is taught that customers come in all varieties, and that handling each one properly is a skill that requires understanding and professionalism. This video demonstrates ways in which employees can make an extra effort to ensure continued customer satisfaction.

Customer-Relations Skills
Unit 6

Answers to Assignment Sheet

Assignment Sheet 1—Student performance should be evaluated according to the criteria listed on the assignment sheet. Content of each item in the exercise may be evaluated using the following suggestions as guides.

1. **What would you say?** "Please accept my apologies for the bell attendant, Mr./Ms. Soandso. If I hear you correctly, his comment was embarrassing and made you angry. I know that I would be angry if an employee talked to me that way. I will talk to him about [or report] his attitude. Thank you for calling my attention to this problem."

   What would you do? Report the bell attendant's comments and the guest complaint to his supervisor, or if you are his supervisor, listen to the bell attendant's story, orally reprimand the bell attendant in private, and let him know the consequences of his careless comment and the discipline that will be taken if such an incident happens again.

2. **What would you say?** "I'm so sorry you had an unpleasant time, Mr./Ms. Soandso. To be unable to hear the tour guide must have been frustrating. I've never been on that tour, but I have heard only good things about it. Tell me more about the tour and your problems. Was the bus crowded? Did the tour guide use a microphone? Where were your stops and what did you do at them? About how long was each stop?" *(These questions would, of course, be asked one at a time as the employee tried to determine the facts.)* "Would you like to file a complaint, or would you like me to report your complaints to the tour company?" (*Regardless of whether the customer files a complaint, you should include the complaint in your evaluation of the tour company.*)

   What would you do? Have the customer file a complaint if that is the action chosen. Report the customer's complaints to the tour company. Check the customer's account against the tour company's account to determine whether you should continue to promote their tours.

3. **What would you say?** "I'm so sorry that you had a rough night, Mr./Ms. Soandso. Believe me, I know how awful I feel when I don't get a good night's sleep. I will have the maintenance crew check your heating/air-conditioning equipment immediately. I can either move you to the Capitol Suite on the seventh floor for the rest of your stay or have the maintenance crew repair your heating/air-conditioning unit right away. Which would you prefer? The Capitol Suite is on the southwest corner and very luxurious and quiet. If you choose the suite, I will have the bell attendant show you the room now and help you move your things to your new accommodations. In the future, if you have difficulties, report them prompty. We have 24-hour maintenance service and will gladly send someone to your room."

   What would you do? Get the bell attendant to show Mr./Ms. Soandso to the suite, telling the bell attendant to report the customer's reactions to you, or send maintenance to repair the heating/air-conditioning unit. Follow up to see that the customer is satisfied.

Answers to Assignment Sheet

4. **What would you say?** "Ouch. You had over a two-hour wait in the rain? You two must have had a miserable experience, and I can understand your disappointment. I can't understand why the connection took over two hours. While I've never had to make that connection, the train/ferry schedule lists it as a fifteen- to twenty-minute wait, and I've booked many customers on that route with no problems. I'm so sorry you had such a long, wet wait for the ferry, Mr. and Ms. Soandso. While I can't do anything about the rain, I *can* find out what the problem was. Sit over there by the fire while I call the ferry line. If coffee isn't your favorite, what is? Would you like some tea or hot cocoa while you wait? I can fix you some in no time at all."

   What would you do? Call the ferry line and find out why there was a two-hour wait. Report your findings to the customers. Assure them that the train/ferry schedule is usually reliable, and sympathize with their bad luck.

5. **What would you say?** "I understand your frustration, Mr./Ms. Soandso, and I apologize for our oversight. Thank you for reporting the problem. I will call housekeeping immediately and have them deliver fresh towels to your room. Is there any other way that I can make your stay more pleasant? Perhaps you would like to enjoy the Overtures in the lounge tonight? I will send up tickets for complimentary cocktails by way of apology."

   What would you do? Report the problem to the head of housekeeping and ask why the towels were not delivered after two requests. Tell housekeeping to deliver the towels and the complimentary cocktail tickets, and to express their apologies. Call the room in a little while to see that the guests received their towels and tickets.

6. **What would you say?** "Then there was nothing on the menu that you could eat? I'm sorry you feel that way, Mr./Ms. Soandso. Our chef is well trained in nutrition and prepares dishes with only the freshest ingredients, but then not everyone has the same taste in food. What types of dishes would you like to see on the menu? If you would fill out this complaint form, we may be able to make some changes. Would you like to make your suggestions to the chef, or would you like me to? In the meantime, if you have not had lunch, may I suggest the Natural-You Deli two blocks down the street. It serves health foods, and the menu lists the calorie/cholesterol count for each entree."

   What would you do? Have the customer report, or you report the customer's complaint to the chef. Give the customer the names of other restaurants in the vicinity where he or she can find the type of foods desired. Follow up by examining the menu choices to determine whether they need revising.

Customer-Relations Skills
Unit 6

Answers to Written Test

1. a. 5
   b. 7
   c. 10
   d. 8
   e. 1
   f. 3
   g. 6
   h. 9
   i. 11
   j. 4
   k. 2

2. Answer should include any five the following.

   - Understanding human nature and dealing with problems and complaints in a pleasant, polite, and tactful manner
   - Putting aside all ethnic and minority-group prejudices so that you can deal with each customer as a unique individual
   - Handling customer inquiries by offering needed information, assistance, suggestions, or other services
   - Interpreting business policies to customers
   - Helping customers with their hotel stay so that they are comfortable and feel at home
   - Helping customers arrange their travel plans so that their trip or tour is enjoyable
   - Helping customers get the best value for their dollar
   - Treating customers as you would like to be treated
   - Anticipating and cheerfully meeting customer needs
   - Providing customers with excellent service
   - Making a good impression by providing quality service

3. Answer should include any five of the following.

   - To promote customer satisfaction
   - To make customers want to come back again
   - To encourage customers to recommend your hotel, agency, or service to others
   - To promote better business
   - To provide yourself—through better business—with job security
   - To increase your earnings
   - To promote employee pride and job satisfaction

4. a. 2
   b. 3
   c. 1
   d. 2
   e. 2
   f. 2

Answers to Written Test

5. Answer should include any five of the following.

- Doing more than is expected
- Always being polite
- Leaving your personal problems at home
- Being friendly
- Being prompt
- Taking pride in your work
- Taking pride in how you look
- Being open to change

6. Answer should include any four of the following.

- You will become a better employee as you learn about human nature and how to treat all customers equally and pleasantly regardless of race, sex, or religion.
- You will learn to cooperate with co-workers, employers, customers, and family members.
- You will be able to assess situations with people more accurately.
- You will enjoy interaction with people on the job, so will be more satisfied with your place of employment.
- You will be able to cope with problems more realistically, focusing on the facts of the problem rather than allowing emotions and personalities to interfere.
- You will make a good impression for your company or agency.
- You will understand yourself better and develop positive self-esteem.
- You will be able to improve social and work relationships.

7.	a.	4	d.	5
	b.	3	e.	2
	c.	1		

8.	a.	3	d.	5
	b.	1	e.	4
	c.	2		

9. a. Recognize the problem.
   b. Get the facts.
   c. Consider the facts.
   d. Determine the goal or objective desired with the solution of the problem.
   e. Determine several possible solutions.
   f. Select one solution.
   g. Implement selected solution.
   h. Follow up to check results.

Answers to Written Test

10. a. SA
    b. MC or S
    c. S
    d. MC or S
    e. MC
    f. SA
    g. MC or S
    h. SA
    i. S
    j. MC
    k. M
    l. M

Customer-Relations Skills
Unit 6

Written Test

Name ______________________________ Score ______________

1. Match to their correct definitions terms associated with customer relations. Write the numbers on the blanks.

______a. Behavior used to cope with difficulties

______b. Graded or ranked series

______c. One of the most frequently used defense mechanisms; used to explain something to oneself so that it sounds reasonable; to make excuses for oneself

______d. Physical, mental, and emotional characteristics that make up a whole person

______e. Mastered skill

______f. Mental position

______g. Positive and productive interaction between a business organization and the public it serves

______h. Question that mirrors the other person's feelings or ideas through rephrasing or summarizing

______i. Ability to put yourself in the other person's shoes; understanding how the other person feels

______j. Person who purchases a commodity or service

______k. Natural ability or capacity for learning

1. Ability
2. Aptitude
3. Attitude
4. Customer
5. Defense mechanism
6. Customer relations
7. Hierarchy
8. Personality
9. Reflective question
10. Rationalization
11. Empathy

Written Test

2. List five essential customer-relations skills. Write your answers on the blanks provided.

   a. ______________________________

   b. ______________________________

   c. ______________________________

   d. ______________________________

   e. ______________________________

3. List five reasons employees must provide quality customer service. Write your answers on the blanks provided.

   a. ______________________________

   b. ______________________________

   c. ______________________________

   d. ______________________________

   e. ______________________________

4. Complete statements about methods of providing quality customer service. Write the correct number on the blank before each item below.

______a. Focus on the customer's ______.

1. personality
2. wants and needs
3. complaints
4. travel plans

______b. Know what ______ you can offer customers.

1. discounts
2. policies and procedures
3. facilities and services
4. advice

______c. Take action to satisfy customer's ______.

1. needs
2. whims
3. business associates
4. families

Written Test

______d. Know what the ______ have to offer.

1. restaurant and gift shop
2. community and area
3. local hotels
4. state and country

______e. Be aware of ______—both yours and the customer's.

1. body odor
2. body language
3. rationalizations
4. defense mechanisms

______f. Be a team player, and develop a ______.

1. mature outlook
2. positive attitude
3. formal manner
4. defensive style

5. List five ways an employee demonstrates a positive attitude toward quality customer service. Write your answers on the blanks provided.

a. ____

b. ____

c. ____

d. ____

e. ____

6. List four reasons for applying customer-relations skills. Write your answers on the blanks provided.

a. ____

b. ____

c. ____

d. ____

Written Test

7. Arrange in order Maslow's hierarchy of human needs. Write a "1" before the lowest level, a "2" before the next level, and so on.

______a. Self-esteem and status

______b. Belonging and social activity

______c. Basic physiological needs

______d. Self-actualization

______e. Safety and security

8. Match the levels in Maslow's hierarchy of human needs with their correct descriptions. Write the numbers on the blanks.

______a. The need for food, water, clothing, and shelter to nourish the body and protect it from harsh environments

______b. The need for personal safety and security of provisions, freedom from injury or danger, self-preservation, and future security

______c. The need to belong to a group, to have peer acceptance and group identification, to receive and give affection, and to participate in some form of social activity

______d. The need to have, to receive, and to give esteem and status, all of which are essential to human dignity

______e. The need for self-realization and fulfillment, to become all that one is capable of becoming

1. Safety and security
2. Belonging and social activity
3. Basic physiological needs
4. Self-actualization
5. Self-esteem and status

9. List in order the basic problem-solving steps.

a. Step 1: ______________________________

b. Step 2: ______________________________

c. Step 3: ______________________________

Written Test

d. Step 4: ____________________

e. Step 5: ____________________

f. Step 6: ____________________

g. Step 7: ____________________

h. Step 8: ____________________

10. Distinguish among the types of problems leading to customer complaints. On the blank provided before each item below, write an "MC" for a mechanical problem, "SA" for a staff-attitude problem, "S" for a service problem, or "M" for a miscellaneous problem.

A customer complains that—

______a. An employee insulted her by remarking on her outfit within her hearing by saying: "Have you every seen such a weird outfit?"

______b. The rental car reeks of cigarette smoke.

______c. The wait for the shuttle bus was too long.

______d. The tour departure time is inconvenient.

______e. His bathtub will not hold water and he cannot regulate the water temperature—it is either too cold or too hot.

______f. An employee is flirting with him and will not let him alone.

______g. The swimming-pool water is over-chlorinated and stings her eyes.

______h. An employee was rude to him when asked a simple question.

______i. He was not given clean towels.

______j. The vending machine has "eaten" her money.

______k. The colors of the carpet and drapes in her room clash.

______l. The weather on his tour was bad.

Permission to duplicate this test is granted.

Customer-Relations Skills
Unit 6

Unit Evaluation Form

Student name ______________________________ Unit rating __________

Assignment-sheet rating

Assignment Sheet 1—Handle Customer Complaints Rating _____

Comments: ____

____

____

Written-test scores

Pretest _____ Posttest _____ Other _____

Comments: ____

____

____

Teacher signature ______________________________ Date __________

Student signature ______________________________ Date __________

Permission to duplicate this form is granted.

Maslow's Hierarchy of Human Needs

5 Self-actualization needs

4 Self-esteem and status needs

3 Belonging and social-activity needs

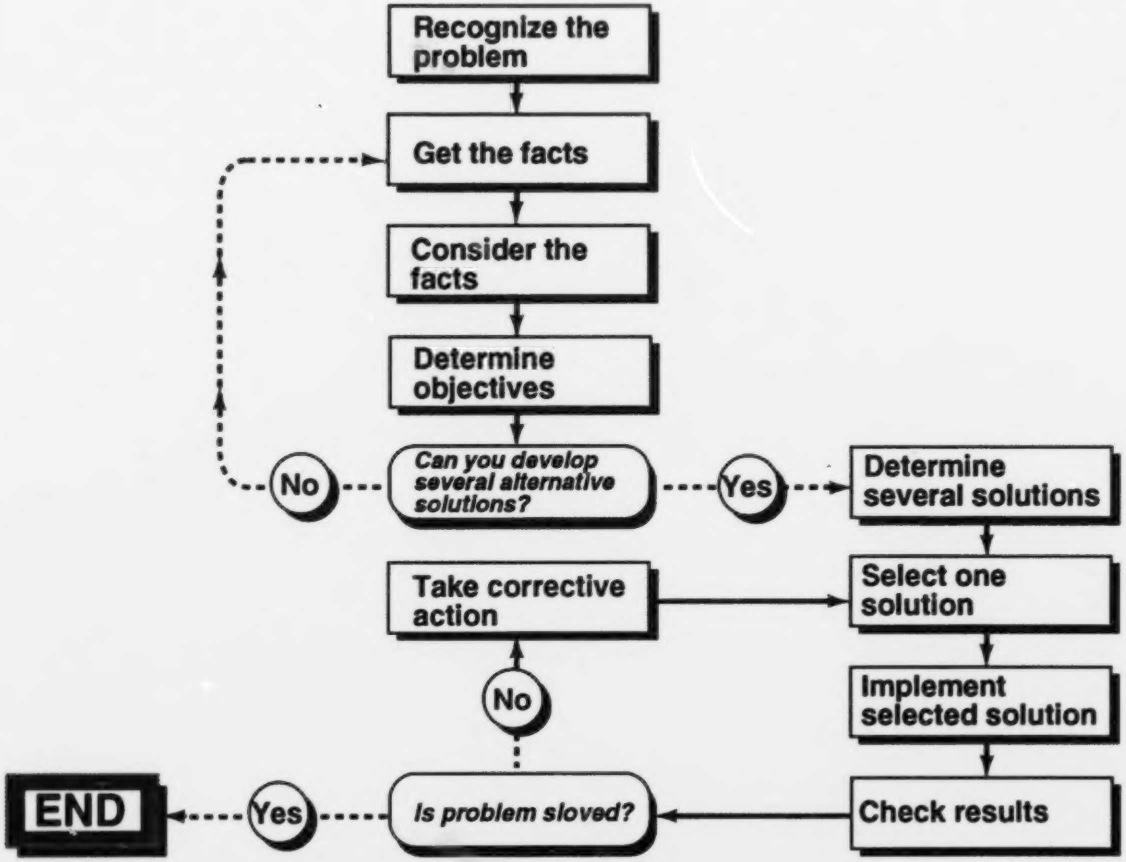
2 Safety and security needs

1 Basic physiological needs

Customer-Relations Skills, Unit 6
Teacher Page 23

TM 1

Problem-Solving Method



Recognize the problem

Get the facts

Consider the facts

Determine objectives

Can you develop several alternative solutions?

No

Yes

Determine several solutions

Select one solution

Implement selected solution

Check results

Is problem sloved?

No

Take corrective action

Yes

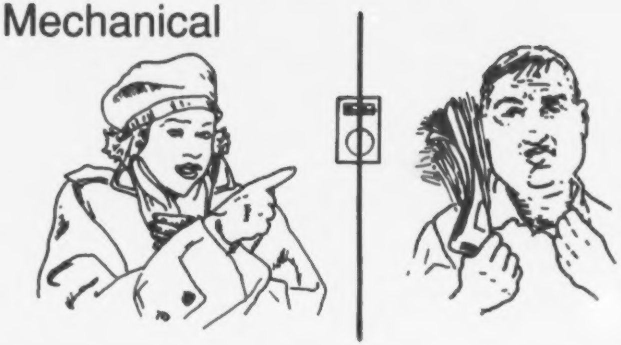
END

Customer-Relations Skills, Unit 6
Teacher Page 25

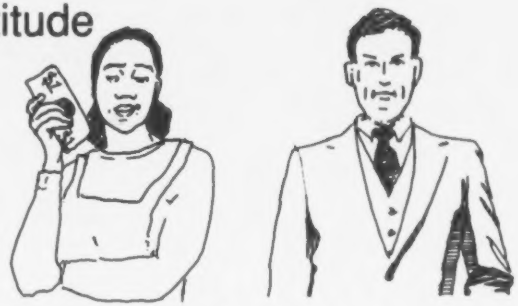
TM 2

Types of Problems Leading to Complaints

Mechanical

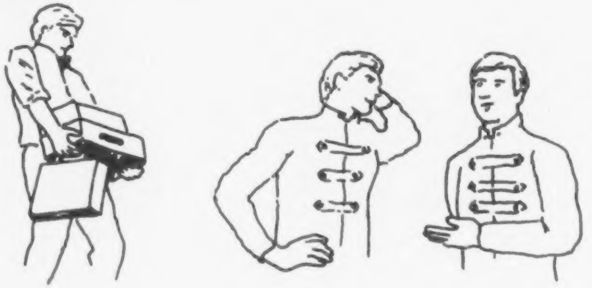


Staff attitude

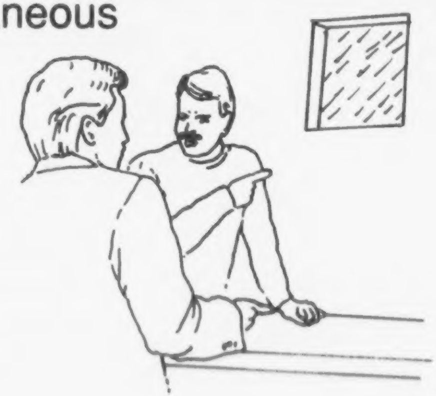


"What a cheapskate!"

Service



Miscellaneous



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Customer-Relations Skills
Unit 6

Information Sheet

1. **Terms and definitions associated with customer relations**

- **Ability**—Mastered skill

  Examples: Reading a bus or train schedule, playing a musical instrument, using a computer

- **Aptitude**—Natural ability or capacity for learning

- **Attitude**—Mental position

- **Customer**—Person who purchases a commodity or service

  Note: As used in this unit, *customer* refers to any hotel guest, tourist-agency client, or individual served by the hospitality or tourism industry.

- **Customer relations** (human relations)—Positive and productive interaction between a business organization and the public it serves

  Example: Learning about human nature and accepting others as they are

- **Defense mechanism**—Behavior used to cope with difficulties

  Examples: Rationalizing, blaming someone or something else, taking out feelings on another person or group, covering up or hiding problems from oneself

- **Empathy**—Ability to put yourself in the other person's shoes; understanding how the other person feels

- **Hierarchy**—Graded or ranked series

  Example: The needs in Maslow's motivation theory

- **Personality**—Physical, mental, and emotional characteristics that make up a whole person

- **Rationalization**—One of the most frequently used defense mechanisms; used to explain something to oneself so that it sounds reasonable; to make excuses to oneself

  Example: "So what if she was dissatisfied. It wasn't my fault. How can I be expected to confirm every departure time?"

Information Sheet

- **Reflective question**—Question that mirrors (reflects) the other person's feelings or ideas through rephrasing or summarizing

  Example: *To an obese customer:* "Then, if I'm hearing you right, you felt humiliated when the waitress laughed when serving you your dessert?"

2. **Essential customer-relations skills**

- Understanding human nature and dealing with problems and complaints in a pleasant, polite, and tactful manner
- Putting aside all ethnic and minority-group prejudices so that you can deal with each customer as a unique individual
- Handling customer inquiries by offering needed information, assistance, suggestions, or other services
- Interpreting business policies to customers
- Helping customers with their hotel stay so that they are comfortable and feel at home
- Helping customers arrange their travel plans so that their trip or tour is enjoyable
- Helping customers get the best value for their dollar
- Treating customers as you would like to be treated
- Anticipating and cheerfully meeting customer needs
- Providing customers with excellent service
- Making a good impression by providing quality service

3. **Reasons employees must provide quality customer service**

- To promote customer satisfaction
- To make customers want to come back again
- To encourage customers to recommend your hotel, agency, or service to others
- To promote better business

  Note: Better business benefits everyone—the customer, the employee, and the employer.
- To provide yourself—through better business—with job security

Information Sheet

- To increase your earnings

  Note: The better the business and customer satisfaction, the more pay (including tips) the employee is likely to receive.

- To promote employee pride and job satisfaction

4. Methods of providing quality customer service

- Focus on the customer's wants and needs.

  Examples: A quiet room, extra towels or blankets, directions, help in loading the car, suggestions about local activities or sightseeing

- Know what facilities and services you can offer customers.

  Examples: An extra-large room, room service, laundry/dry cleaning, cots and cribs, maps and directions, tours, meal and activity discounts, transportation to airports or points of interest, rental-car service, meeting rooms, facsimile and photocopy machines

- Take action to satisfy customer's needs.

  Examples: If you offer to take ice to a customer, make sure that you deliver the ice as promised; if you offer to provide children's car seats and travel activity packets, make sure that you do so.

- Know what the community and area have to offer.

  Examples: Locations of local businesses, restaurants, museums, shops, theaters, and points of interest

- Be aware of "body language"—both yours and the customer's.

  Examples: Tone of voice, hand gestures, eye contact, general posture, facial expressions

- Be a team player.

  Note: Giving excellent service requires teamwork—everyone pulling together to provide quality service.

- Develop a positive attitude.

Information Sheet

5. **Ways an employee demonstrates a positive attitude toward quality customer service**

- Doing more than is expected

  Example: If a customer seems tired, ask if there is anything you can do for him or her.

- Always being polite

  Example: Smile, use a pleasant tone of voice, and always say "Please," "Thank you," and "You're welcome" to every customer.

- Leaving your personal problems at home

- Being friendly

  Examples: Warm smile, eye contact, sense of humor

- Being prompt

  Note: Show your interest by being on time and by following through on arrangements and details. Customers appreciate not being forgotten and not having to wait.

- Taking pride in your work

  Note: A lot of people depend on you: customers, co-workers, and family. Have a *can do* attitude. Never say, "It's not my job."

- Taking pride in how you look

  Note: A neat, well-groomed appearance tells customers that you respect yourself—and them.

- Being open to change

6. **Reasons for applying customer-relations skills**

- You will become a better employee as you learn about human nature and how to treat all customers equally and pleasantly regardless of race, sex, or religion.

  Note: There are many skilled people who have the technical knowledge needed to carry out specific job duties, but they have not learned good human-relations skills.

Information Sheet

- You will learn to cooperate with
  - co-workers,
  - employers,
  - customers, and
  - family members.
- You will be able to assess situations with people more accurately.
- You will enjoy interaction with people on the job, so will be more satisfied with your place of employment.
- You will be able to cope with problems more realistically, focusing on the facts of the problem rather than allowing emotions and personalities to interfere.
- You will make a good impression for your company or agency.
- You will understand yourself better and develop positive self-esteem.
- You will be able to improve social and work relationships.

7. Maslow's hierarchy of human needs

Note: Abraham Maslow, a well-known psychologist, was concerned with the total range of human mentality and relationships. Essentially, he believed that "people have basic needs of survival and security but also express other social and personal needs of a much higher level." Maslow ranks these human needs from most basic to most complex. The needs are progressive. Each must be met in turn before a person is able to reach the next.

- **Level 1:** Basic physiological needs
- **Level 2:** Safety and security
- **Level 3:** Belonging and social activity
- **Level 4:** Self-esteem and status
- **Level 5:** Self-actualization

8. Descriptions of Maslow's hierarchy of human needs

- **Level 1: Basic physiological needs**—The need for food, water, clothing, and shelter to nourish the body and protect it from harsh environments
- **Level 2: Safety and security**—The need for personal safety and security of provisions, freedom from injury or danger, self-preservation, and future security

Information Sheet

- **Level 3: Belonging and social activity**—The need to belong to a group, to have peer acceptance and group identification, to receive and give affection, and to participate in some form of social activity

  Note: These needs must be met at work as well as away from it.

- **Level 4: Self-esteem and status**—The need to have, to receive, and to give esteem and status, all of which are essential to human dignity

  Note: Self-respect and respect for others are important in a modern industrial society, because the previous three needs are usually satisfied.

- **Level 5: Self-actualization**—The need for self-realization and fulfillment, to become all that one is capable of becoming

  Note: When this need is recognized and at least partially satisfied, work becomes a challenge and provides great satisfaction.

9. **Basic problem-solving steps**

Note: As an employee of the hospitality or tourism industry, you will be faced with problems that you must solve or learn to cope with. As you make decisions and react to situations, remember that all people have the same basic needs. Use the following problem-solving steps, but treat the customer as you would want to be treated in similar circumstances.

- **Step 1:** Recognize the problem.
- **Step 2:** Get the facts.
- **Step 3:** Consider the facts.
- **Step 4:** Determine the goal or objective desired with the solution of the problem.
- **Step 5:** Determine several possible solutions.
- **Step 6:** Select one solution.

  Note: Some people find it helpful to list on a sheet of paper the pros and cons in their order of importance. They also list the possible consequences or results of each solution. The best solution can then be selected by a process of elimination.

- **Step 7:** Implement selected solution.
- **Step 8:** Follow up to check results.

  Note: Check the results of your actions to determine whether or not your solution to the problem is working. If it is not, re-evaluate the situation and go through the problem-solving process again until the desired results are obtained.

Information Sheet

10. Types of problems leading to customer complaints

- **Mechanical problems**

  Examples: Bus or rental-car breakdown; problems with heat, light, power, room furniture, ice-makers, vending machines, door keys, plumbing, television sets, swimming pools

- **Staff-attitude problems**

  Examples: Surly employees, insults to customers, negative or rude comments, careless responses, tactless statements, overly friendly or solicitous employees

- **Service problems**

  Examples: Long waiting times, lack of assistance with luggage, uncomfortable buses, untidy rooms, telephone difficulties

- **Miscellaneous problems**

  Examples: Pets escaping from rooms, lack of public transportation, the time the lounge closes, the weather, the tour departure time

Customer-Relations Skills
Unit 6

Student Supplement 1—Guidelines for Handling Customer Complaints

Complaint handling, at best, is not a pleasant responsibility. However, you must remember to express your appreciation to the customer for calling the hotel or agency's attention to the problem. Customer complaints afford the business the opportunity to improve "quality assurance" and to turn dissatisfied customers into satisfied, repeat customers.

Rationalizing, ignoring, or referring complaints to others is not the ideal solution. Whenever possible, the person receiving the complaint should respond to and resolve the problem immediately.

Use the following guidelines for applying human-relations skills when handling customer complaints.

1. **Listen with concern.**
    - Listen carefully and ask open-ended questions. Make sure that you understand exactly what the problem is and what the customer wants.
    - Recognize the problem. The real problem may not be what it first appears to be, but rather a symptom of the problem.
2. **Stay calm.**
    - Isolate the customer if necessary or possible so that others will not be affected.
    - Avoid responding with hostility or defensiveness.
    - Do not argue with the customer.
    - Always assume that the customer is right. Apologize, give the customer the benefit of the doubt; be a friend, not an opponent. Do not be defensive or use a defense mechanism such as rationalization.
    - Let the customer blow off steam, but do not lose your temper and do not blame others.
3. **Be empathetic.**
    - Put yourself in the customer's shoes. Try to see things from the customer's point of view. How would you feel if this had happened to you?

Student Supplement 1

- Use reflective questions to recognize and acknowledge the customer's feelings.

  Examples: — "You're feeling frustrated because ______."

  — "That would certainly make me feel angry too. What can I do to help solve the problem?"

- Use understanding phrases such as "I know how you must feel," "This has happened to me before, and I felt . . . ," "I see," and "I understand."

4. **Be aware of the customer's self-esteem.**

   - Use phrases such as "I am sorry this has happened to you."
   - Use the customer's name frequently.
   - Do not make light of the complaint; it is a serious matter or the customer would not bring it up.

5. **Give the customer your undivided attention.**

   - Concentrate on the problem, not on personalities. Telling the customer that the previous shift is at fault or that your supervisor "did it" will not help matters. Do not make excuses.
   - No matter what happens, do not insult the customer.
   - Stick to the problem.

6. **Get the facts, and take notes.**

   - Seek out all the facts, not just the facts you want to hear or collect. The more facts you gather, the better your decision will be.
   - Use reflective questions to verify and elicit information.

     Example: "Then, as you see it ______, and that makes you feel ______? Go on. Tell me more about it."

   - Weigh the facts. Give careful consideration to all of the facts you have gathered. Assess the importance of each one.
   - Document the problem by writing down the key facts.

7. **Tell the customer what can be done.**

   - Make a decision based on several possible solutions.

Student Supplement 1

- Know your business's policies so that you can tell the customer what you can do.
- If possible, offer options and choices.
- Be positive. Stress that you *can* do, not what you cannot do.
- Let the customer decide upon two or more choices if possible. Then do what you have agreed upon.
- Do not promise what you cannot deliver, and do not exceed your authority.
- If you cannot solve the problem, find someone who can—your manager or supervisor.

8. **Set an approximate time for taking action.**
    - Tell the customer how soon corrective action will be taken.
    - Be specific but do not underestimate the amount of time it will take to solve the problem.

9. **Monitor the progress of the corrective action.**
    - Once the customer decides on one of the options, take action to correct the problem and keep posted on the progress made.
    - Inform the customer if there are any unforeseen delays.

10. **Follow up.**
    - Get back to the customer promptly. Tell the customer what steps you have taken to solve the problem and when and what action you have taken. Then follow up and make sure that the customer is satisfied with the solution.
    - Report fully the entire event, the actions taken, and the conclusion of the incident.

Customer-Relations Skills
Unit 6

Assignment Sheet 1—Handle Customer Complaints

Name ____ Overall rating __________

Evaluation criteria	**Rating**
• Directions have been followed.	______
• Answers follow problem-solving steps.	______
• Answers contain reflective questions.	______
• Answers reflect guidelines outlined in Student Supplement 1.	______
• Answers are complete, thoughtful, and appropriate.	______

Introduction

Learning to deal with complaints effectively requires planning and practice. Handling complaints requires understanding, sincerity, tact, and a true desire to be helpful. The natural reaction to most complaints is to wish they had never been made, but the employee must remember that there are no trivial complaints. Complaints that are unresolved can become major problems later on.

One productive way to view complaints is as an opportunity for the establishment to make corrections; as a result, every complaint is welcomed. By handling the customer's complaints when they are voiced, employees let the customer know that they are receptive and interested in hearing information they need to provide the customer with better service. They also forestall the customer's telling the complaint to friends, relatives, and business associates, rather than to the employee who can do something to resolve the complaint. Unresolved complaints can cost the establishment future business.

Exercise

Directions

Review the information in Objectives 1 through 10 in the information sheet, and study the information presented in Student Supplement 1, "Guidelines for Handling Customer Complaints."

Assignment Sheet 1

Next, read each of the scenarios presented below, and then briefly describe what you would say and do if you were the employee to whom the customer voiced the following complaints.

Scenarios

1. "Your sarcastic bell attendant just said that the quarter I tipped him isn't going to send his kid to college! I want something done about it!"

   What would you say? ______________________

   What would you do? ______________________

Assignment Sheet 1

2. "I've never been on a worse tour in my life. You booked our seating in the very back of the bus and we couldn't hear the tour guide or see the attractions. Besides which, the stops were too short to see everything we wanted."

What would you say? ______________________________

What would you do? ______________________________

Assignment Sheet 1

3. "I've had a terrible night's sleep! The heater/air conditioner in my room is a wreck. All night long, I was either suffocating from the heat or freezing. Every time I'd nearly fall asleep, the darn thing would come on with such a roar that I couldn't sleep. I think you owe me a room-charge refund."

What would you say? ____________________

What would you do? ____________________

Assignment Sheet 1

4. "We had to wait over two hours in the rain for the ferry connection, yet you assured us that the wait was usually minimal. Do you call two hours a minimal wait? And to top it off, the only hot drink they served on the ferry was coffee. I can't drink coffee."

   What would you say? ________________________

   What would you do? ________________________

Assignment Sheet 1

5. "We called housekeeping twice to get more towels in our room and never got satisfaction. The staff was courteous enough, but the service stinks!"

   What would you say? ______________________________

   What would you do? ______________________________

Assignment Sheet 1

6. "I would like to complain about your restaurant. It's not the service or that it's not clean and pleasant, but in this day and age when people are trying to eat "healthy," that restaurant is an embarrassment. You ought to be ashamed to host a restaurant that serves so many fried and fatty dishes. There isn't one healthy dish on the menu."

What would you say? ______________________

What would you do? ______________________

Work Communication Skills
Unit 7

Objective Sheet

Unit objective

After completing this unit, the student should be able to use both verbal and written communication effectively in the hospitality and tourism industry workplace. The student will demonstrate these competencies by completing the assignment sheets and scoring a minimum of 85 percent on the written test.

Specific objectives

After completing this unit, the student should be able to

1. Match terms associated with work communication skills to their correct definitions.
2. State the purposes of communication.
3. Describe the essential elements of effective communication.
4. Distinguish between examples of the basic levels of work communication.
5. Select from a list common causes of communication problems.
6. List common barriers to effective communication.
7. Distinguish between examples of positive and negative body language.
8. List poor listening behaviors.
9. Complete guidelines for effective listening.
10. List guidelines for following verbal and written directions in a work situation.
11. Complete guidelines for improving verbal communication.
12. Correct false statements about guidelines for improving written communication.
13. Complete guidelines for giving verbal and written directions in a work situation.
14. Match terms associated with business letters to their correct descriptions.
15. Identify the parts of a business envelope.
16. Distinguish among descriptions of types of memos.

Objective Sheet

17. Select guidelines for writing and formatting informal business reports.

18. List disadvantages of a grapevine communications system.

19. List types of information likely to be communicated via a grapevine system.

20. Complete statements about ways of controlling the development of a grapevine communications system.

21. Select from a list guidelines for using the telephone correctly.

22. Interpret and evaluate body-language communication skills. (Assignment Sheet 1)

23. Identify your listening behaviors. (Assignment Sheet 2)

24. Follow verbal directions. (Assignment Sheet 3)

25. Follow written directions. (Assignment Sheet 4)

26. Give verbal directions while demonstrating a task. (Assignment Sheet 5)

27. Write and format a business letter. (Assignment Sheet 6)

28. Address long and short business envelopes and fold and insert letters. (Assignment Sheet 7)

29. Write and format a simple memorandum. (Assignment Sheet 8)

30. Write and format an informal business report. (Assignment Sheet 9)

Work Communication Skills
Unit 7

Suggested Activities

Instructional plan

Preparation

- Review unit and plan presentation. Study the specific objectives to determine the order in which you will present the objectives.

  Review the unit introduction and teaching suggestions included in the delivery and application section below, and plan classroom activities. Also note the suggestions for media and supplemental materials.

  Plan your presentation to take advantage of student learning styles and to accommodate special-needs students.

- Obtain films, videotapes, and other media to supplement instruction of this unit. See ordering information in the suggested resources section.

- Make transparencies from transparency masters included in this unit.

- Select teacher components (teacher supplements, written test, unit evaluation form) you want to distribute to your students. Copy and prepare these components for distribution.

- Prepare the classroom by putting up posters and charts and displaying articles and other references related to the objectives of this unit.

Delivery and application

Unit introduction

- Provide students with objective sheet. Discuss unit and specific objectives.

Teaching suggestions

The skill areas appearing in bold-face type in the teaching suggestions refer to the academic and workplace skills identified by the American Society of Training and Development (ASTD) and the U.S. Department of Labor. These have been adapted by MAVCC.

Suggested Activities

Objective 1 Match terms associated with work communication skills to their correct definitions.

- Read and discuss with the students the terms and definitions presented in this section of the information sheet. Review with students the definitions of the abstract terms *colloquialism*, *slang*, *prejudice*, and *bias*. Provide the students with many examples to illustrate these terms. **(Listening for content; applying technical terms)**

Objective 2 State the purposes of communication.

- Provide examples to illustrate each purpose. **(Listening for content)**

Objective 3 Describe the essential elements of effective communication.

- Use Transparencies 1 and 2 and the explanation below to illustrate the communication cycle:
  - — The *sender (Date Man)* develops a message that the *receiver (Banana Man)* can understand: "Please throw me a banana!"
  - — Date Man sends a clear and simple message. He is specific and does not just write "I want fruit," for instance. He tells what fruit, how many fruits, and how the exchange should take place.
  - — Date Man decides that the *medium* will be a written note conveyed to the receiver in a bottle. Undoubtedly the distance between the sender and receiver is too great for verbal communication.
  - — The *message* is received and the medium can be understood. Obviously Banana Man can read and understand English.
  - — Banana Man demonstrates that he understands the message by providing *feedback*: He throws Date Man one banana as requested.

Suggested Activities

— What would happen if Banana Man had not been able to read? If he had not been able to understand English? If the bottle and message had not reached him? Any of these things would have been *barriers* to communication, just as the shark is a barrier that physically separates the two shipwrecked men. **(Listening for content; applying knowledge to other situations)**

- Use Transparency 3, "Communication Media," to illustrate a discussion of verbal and nonverbal communication media. **(Reading; listening for content)**

Objective 4 Distinguish between examples of the basic levels of work communication.

- Provide many examples to make clear the distinction between formal and informal levels of communication. Use Transparencies 4 through 6 to illustrate your discussion. **(Reading; listening for content)**
- Point out that in recent years, communication has become much more informal than it has been in the past. If possible, read excerpts from 19th-century letters and literature to show students how communication has changed. Or, read a passage from a 1930s or 1940s Hardy Boys or Nancy Drew book, and compare it to the same passage rewritten for today's readers. **(Listening for content; applying technical terms)**
- Explain when informal and formal communication is appropriate today. **(Listening for content)**

Objective 5 Select from a list common causes of communication problems. **Objective 6** List common barriers to effective communication.

- Have students recall instances in which they experienced communication problems. Ask students to explain how the situation could have been improved. **(Communicating a thought or idea; analyzing what has been read to a specific task)**
- Discuss common barriers to effective communication. Use Transparency 7, "Communication Barriers," to illustrate your discussion. **(Reading; listening for content)**

Suggested Activities

- Provide examples or demonstrate each barrier listed. Ask the students to provide you with examples of other barriers to effective communications. **(Communicating a thought or idea; listening for content)**

Objective 7 Distinguish between examples of positive and negative body language.

- Review the information presented in the information sheet. Discuss the concepts of *positive* and *negative* body language. **(Applying technical terms)**

- Provide students with 3 × 5 cards on which are written such words as *anger, dejection, sadness, happiness, nervousness, fear, exhaustion, uncaring, proud, ashamed.* Call on the students to convey the meanings on their cards through body language. **(Applying technical terms; communicating an idea through nonverbal language)**

- Have students gather illustrations from magazines (or photographs) of people demonstrating different facial expressions or body language. Use the illustrations either to make a bulletin board or to show to the class in flashcard style and have students discuss and decide what is being nonverbally communicated. **(Applying knowledge to other situations; communicating an idea)**

- Provide students with the opportunity to do supplemental reading on the impact of body language—especially in the business world. **(Reading; learning how to learn)**

- Review with students the introduction and directions to Assignment Sheet 1, "Interpret and Evaluate Body-Language Communication Skills," and assign for homework to be completed by a specified date. **(Listening for directions)**

Objective 8 List poor listening behaviors. **Objective 9** Complete guidelines for effective listening.

- Ask students whether they view speaking, writing, or listening as more important. Explain that listening is an integral part of communicating. **(Communicating a thought or idea; listening for content)**

Suggested Activities

- Invite a supervisor or manager from a local hotel or travel-related business to discuss the importance of listening skills and why listening is important in the business world in general and the hospitality and tourism industry in particular. **(Listening for content)**

- Show the video *You're Not Listening!* Encourage students to take notes. Discuss in class the main points in the video. **(Orally communicating a thought or idea; writing)**

- Review with students the introduction and directions to Assignment Sheet 2, "Identify Your Listening Behaviors." Assign Assignment Sheet 2 to be completed in class, and then discuss the results with the class. **(Listening for directions; listening for content)**

Objective 10 List guidelines for following verbal and written directions in a work situation. **Objective 11** Complete guidelines for improving verbal communication.

- Read with the students the guidelines outlined in these objectives in the information sheet, and have students discuss the information presented. **(Listening for content; communicating ideas)**

- Invite a trained speaker (someone from Toastmasters perhaps) or a school counselor to discuss ways to improve verbal and written work communication. **(Listening for content)**

- Read the directions in Teacher Supplement 1, "Listening Test Questions," so that students may complete Assignment Sheet 3, "Follow Verbal Directions." After completion in class, discuss the assignment with students. **(Listening for directions; listening for content; communicating thoughts and ideas)**

- Hand out Assignment Sheet 4, "Follow Written Directions," read the introduction and directions, and have students complete in class. Discuss the results with the class. **(Listening/reading for directions; communicating a thought or idea)**

Suggested Activities

Objective 12 Correct false statements about guidelines for improving written communication.

- Show the video *Making the Most of Yourself.* Encourage students to take notes. Discuss the main points of the video in class. **(Orally communicating a thought or idea; writing; listening for content)**

- Show students copies of a working rough draft and a finished polished report. Lead a class discussion that emphasizes the importance of rereading and revising. **(Listening for content; learning to learn; orally communicating a thought or idea)**

Objective 13 Complete guidelines for giving verbal and written directions in a work situation.

- Show the video *Say That One More Time.* Encourage students to take notes. Discuss the main points in the video with the class. **(Orally communicating a thought or idea; writing)**

- Explain the importance of giving and following directions correctly and how these two skills are tied to listening and verbal communications. **(Listening for content)**

- Hand out Student Supplement 1, "Guidelines for Giving a Demonstration Talk." Review the guidelines with the students and discuss in class. Then give a demonstration talk yourself that illustrates these guidelines. **(Reading/listening for content; learning how to learn)**

- Hand out Assignment Sheet 5, "Give Verbal Directions While Demonstrating a Task," and review the assignment's introduction and evaluation criteria. Ask for and answer any questions, and then assign each student a presentation date. **(Reading; listening for content; listening for directions; communicating thoughts and ideas)**

Objective 14 Match terms associated with business letters to their correct descriptions. **Objective 15** Identify the parts of a business envelope.

- Read and review business-letter terms and definitions with the students. Use the samples in Student Supplement 2, "Basic Business Letter Formats," to illustrate the terms. **(Reading/listening for content; applying technical terms)**

Suggested Activities

- Use Transparencies 8 through 10 to illustrate common business-letter formats. Write directly on the transparencies to explain spacing and format. **(Applying technical terms)**

- Hand out Assignment Sheet 6, "Write and Format a Business Letter," and review the assignment's introduction and evaluation criteria. Hand out Student Supplement 3, "Sample Business Letter." Read the supplement with the students. Ask for and answer any questions, and then assign Assignment Sheet 6 to be completed by a specified date. **(Reading/listening for content; listening for directions; communicating a thought or idea)**

- Provide students with long and short envelopes so that they may complete Assignment Sheet 7, "Address Long and Short Business Envelopes and Fold and Insert Letters."

- Hand out Assignment Sheet 7, and review the assignment introduction and evaluation criteria. Hand out Student Supplement 4, "Guidelines for Addressing Envelopes and for Folding and Inserting Letters into Envelopes." Read the supplement with the students. Ask for and answer any questions, and then assign Assignment Sheet 7 to be completed by a specified date. **(Writing; reading, applying technical information; listening for content; listening for directions; communicating a thought or idea)**

Objective 16 Distinguish among descriptions of types of memos.

- Discuss and read with the students the descriptions of memos in Objective 16 of the information sheet. **(Reading/listening for content; communicating a thought or idea)**

- Hand out Assignment Sheet 8, "Write and Format a Simple Memorandum," and review the assignment's introduction and evaluation criteria. Hand out Student Supplements 5, 6, and 7, sample simple, complex, and interoffice memos. Read the sample memos with the students. Ask for and answer any questions, and then assign Assignment Sheet 8 to be completed by a specified date. **(Reading, applying technical information; listening for content; listening for directions; communicating a thought or idea)**

Suggested Activities

Objective 17 Select guidelines for writing and formatting informal business reports.

- Discuss and read with the students the guidelines in Objective 17 of the information sheet. **(Reading/listening for content)**

- Show the video *Report Writing*. Encourage students to take notes. Discuss in class the main points in the video. **(Writing; orally communicating a thought or idea)**

- Hand out Assignment Sheet 9, "Write and Format an Informal Business Report," and review the assignment's introduction, directions, and evaluation criteria. Hand out and read with the students Student Supplement 8, "Sample Informal Business Report." Ask for and answer any questions, and then assign Assignment Sheet 9 to be completed by a specified date. **(Reading/listening for content; listening for directions; communicating a thought or idea)**

Objective 18 List disadvantages of a grapevine communications system. **Objective 19** List types of information likely to be communicated via a grapevine system. **Objective 20** Complete statements about ways of controlling the development of a grapevine communications system.

- Use Transparency 12, "Grapevine Communications System," to help you define an informal communications system. **(Applying technical terms)**

- Discuss what happens when an informal communications system (the grapevine) overpowers an official system: loss of morale, confusion, frustration, anger, poor employee relationships, inefficiency, lowered production. **(Listening for content; adapting to the organization's values)**

Objective 21 Select from a list guidelines for using the telephone correctly.

- Show the video *Telephone Communications Skills*. Encourage students to take notes. Discuss the main points in the video with the class. **(Listening for content; orally communicating a thought or idea; writing)**

Suggested Activities

- Have students pretend that they represent a local travel-related business and role-play situations in which they must deal over the telephone with customers' questions or complaints. Critique the role-play situations with the class. **(Orally communicating a thought or idea; applying technical terms; listening)**

- Videotape students as they role-play various situations on the telephone. Let students view the tape to see how they really sound and look to others. Have the class critique the video. **(Orally and visually communicating a thought or idea; applying technical information; listening)**

- Invite a local disc jockey or representative from a television station to discuss how a person sounds to himself or herself and to others, and how others may have different perceptions of the individual. **(Listening for content)**

Evaluation

- Evaluate assignment sheets. See the evaluation criteria listed at the top of each assignment sheet and the component Answers to Assignment Sheets.

- Give and evaluate written test. See the component Answers to Written Test.

  Note: Because the written test is long, you may want to administer it in two or more parts.

- Compile written-test and assignment-sheet scores on the Unit Evaluation Form.

- Reteach and retest as required.

Suggested resources

Resources used in developing this unit

Print media

- *Individualized Cooperative Education (First Year).* Stillwater, Oklahoma: Oklahoma Department of Vocational-Technical Education/Curriculum and Instructional Materials Center, 1990.

- Sabin, William A. *The Gregg Reference Manual*, 6th ed. New York: Gregg Division/McGraw-Hill Book Company, 1985.

Suggested Activities

- Walker, Susan, et. al. *English II.* Stillwater, Oklahoma: Oklahoma Department of Vocational-Technical Education/Curriculum and Instructional Materials Center, 1985.

Suggested supplemental resources

Resources used for student references

Nonprint media

- *Making the Most of Yourself.*

  This 14-minute 1983 videotape focuses on two characters, one of whom is willing to take additional training, adjust his schedule, and keep his work up even when he is tired. The other character is not. This video emphasizes how body language, word choice, and tone of voice affect communication.

- *Report Writing.*

  This 20-minute 1986 videotape covers letters, memos, and reports. It discusses basic organizational techniques, language, style, and thoroughness.

- *Say That One More Time.*

  This 14-minute 1983 videotape illustrates how to give directions and covers good and poor telephone skills. The film uses an employee's first day at work, learning how to use the copy machine, as an example of how to give and follow directions.

- *Telephone Communications Skills.*

  This 34-minute 1983 videotape illustrates how the telephone is the direct link to customers and others who call a business. The video shows how telephone courtesy—and discourtesy—can affect your institution's image.

  Note: The four videotapes listed above are in color on ½-inch VHS format. They are available to Oklahoma teachers from the Oklahoma Department of Vocational and Technical Education, 1500 West Seventh Avenue, Stillwater, Oklahoma 74074. Teachers in other states should order from the addresses listed on the next page.

Suggested Activities

Making the Most of Yourself; Say That One More Time. Agency for Instructional Technology, P.O. Box Z, Bloomington, Indiana 47420; phone: 800-457-4509.

Report Writing. Coronet Films, 108 Wilmot Road, Deerfield, Illinois 60015; phone: 800-621-2131.

Telephone Communications Skills. American Bankers Association, 1120 Connecticut Avenue NW, Washington, DC 20036; phone: 202-663-5000.

- *You're Not Listening!*

In this 21-minute, 16-mm, color film produced in 1978, a Shakespearean actor leads viewers through a series of humorous and thought-provoking vignettes that illustrate techniques for building seven basic listening skills: eye contact, controlling one's mouth, becoming an observer, good thinking, not jumping to conclusions, avoiding prejudice, and working to keep an open mind.

This film is available from the University of Illinois Film Center, 1325 South Oak Street, Champaign, Illinois 61820. Telephone: 800-367-3456. Order number 56063. A rental fee is required.

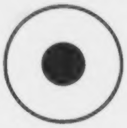
Work Communication Skills
Unit 7

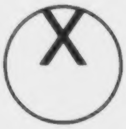
Answers to Assignment Sheets

Assignment Sheets 1 and 2—Student performance should be evaluated according to the criteria listed on each assignment sheet.

Assignment Sheet 3—Student performance should be evaluated according to the criteria listed on the assignment sheet. Content of the exercise may be evaluated using the following as a guide.

1. Yes
2. Hotel
3. No
4. 2, 7, ⑨, 5, 8
5. +
6. Nails
7. . .
8. No
9. (student's signature)
10.





Assignment Sheet 4—Student performance should be evaluated according to the criteria listed on the assignment sheet. Content of the exercise may be evaluated using the following as a guide.

The student's name in the upper left-hand corner of the assignment sheet should be the only answer; the student answer sheet should be blank.

Assignment Sheets 5 through 9—Student performance should be evaluated according to the criteria listed on each assignment sheet.

Work Communication Skills
Unit 7

Answers to Written Test

1.
   a. 11
   b. 9
   c. 3
   d. 12
   e. 1
   f. 6
   g. 13
   h. 2
   i. 7
   j. 10
   k. 4
   l. 8
   m. 5
   n. 15
   o. 14

2.
   a. To inform
   b. To persuade
   c. To entertain

3.
   a. Information
   b. Way in which a message is conveyed to the receiver
   c. Person sending a message; the speaker or writer
   d. Person(s) to whom a message is directed
   e. Evaluation returned by the receiver of the message to the sender of the message

4.
   a. F
   b. F
   c. I
   d. F
   e. I
   f. I
   g. I
   h. F
   i. I
   j. F

5. b, d, e, g, i, j, k

6. Answer should include any eight of the following.

   - Big words and long sentences
   - Technical terms and jargon
   - Wordiness
   - Generalities
   - Boring, monotonous, or irritating tone or volume of voice
   - Fast or slow rate of speech
   - Poor listening skills
   - Boring message or bored receiver

Answers to Written Test

- Confusing terms and phrases
- Poor visibility
- Distractions
- Noise or poor hearing capabilities

7. a, d, g, j, k, l, p

8. Answer should include any five of the following.

   - Not paying attention
   - Pretending to listen
   - Listening selectively
   - Rehearsing
   - Interrupting
   - Hearing what is expected
   - Feeling defensive
   - Listening for a point of disagreement

9.

9.	a.	1	g.	1
	b.	4	h.	2
	c.	4	i.	1
	d.	1	j.	3
	e.	3	k.	2
	f.	4	l.	1

10. a. Never begin a task until you have read *all* of the directions.
    b. Be sure that you understand the directions.
    c. Ask for assistance or clarification as needed.

11.	a.	3	g.	4
	b.	4	h.	3
	c.	1	i.	2
	d.	2	j.	3
	e.	2	k.	2
	f.	1	l.	1

12. a. Decide what you will write before you begin and make a *simple* outline.
    c. Present your information in *logical* order.
    f. Prune out *"deadwood"—trite, redundant, and unnecessary words.*
    g. Write *legibly*, or type or input without errors.

Answers to Written Test

i. Write *complete sentences* that are capitalized and punctuated correctly.
k. *Avoid* long sentences.
m. Fit your tone to your *audience*.

13. a. best
b. demonstrating
c. receiver
d. courteous
e. legibly
f. date
g. copy
h. reader

14. a. 4
b. 8
c. 10
d. 1
e. 3
f. 9
g. 2
h. 11
i. 7
j. 6
k. 5

15. a. Return address
b. Mailing notation
c. Address

16. a. CM
b. IM
c. SM

17. a. 4
b. 3
c. 1
d. 1
e. 4
f. 2
g. 2
h. 4
i. 3

18. Answer should include any three of the following.

- Rumors may be treated like official information.
- Incomplete information may be transmitted.
- Personal bias may slant transmitted information.
- Misinformation cannot be clarified or corrected.
- Confidential disclosures cannot be prevented.

Answers to Written Test

19. Answer should include any five of the following.

    - Promotions
    - Hirings and firings
    - Gossip about personalities or actions of customers, personnel, or management
    - Lay-offs, transfers, and shift changes
    - Disciplinary actions
    - Equipment expenditures
    - Accidents and injuries

20. a. 4
    b. 2
    c. 2
    d. 3
    e. 4

21. b, e, g, i, j, n, p, r, s

Work Communication Skills
Unit 7

Written Test

Name ______________________________ Score ______________

1. Match terms associated with work communication skills to their correct definitions. Write the numbers on the blanks. Definitions continue on the following page.

______a. Listening only to certain facts or details and missing the real meaning

______b. Sending/receiving a visual message

______c. Local or regional expression

______d. Informal, nonstandard vocabulary, often ungrammatical

______e. Personal and unreasoned distortion of information

______f. Unofficial communication passed on by word of mouth and often distorted in the telling

______g. Sending/receiving a written or spoken message

______h. Gestures, facial expressions, and posture that convey a message

______i. Receiving, processing, and evaluating both verbal and nonverbal communication

______j. Preconceived judgment or opinion based on insufficient or incorrect knowledge

______k. Exchange of information through verbal and nonverbal messages

______l. Informal written business communication

1. Bias
2. Body language
3. Colloquialism
4. Communication
5. Communication barrier
6. Grapevine
7. Listening
8. Memorandum
9. Nonverbal communication
10. Prejudice
11. Selective hearing
12. Slang
13. Verbal communication
14. Jargon
15. Cliche

Written Test

______m. Something that prevents the receiver from receiving or understanding the message

______n. Expression or idea that has become trite

______o. Specialized vocabulary of those in the same work or profession

2. State the purposes of communication. Write your answers on the blanks provided below.

   a. ____

   b. ____

   c. ____

3. Describe the essential elements of effective communication. Write your descriptions on the blanks provided beside each of the terms below.

   a. Message: ____

   ____

   b. Medium: ____

   ____

   c. Sender: ____

   ____

   d. Receiver: ____

   ____

   e. Feedback: ____

   ____

Written Test

4. Distinguish between examples of the basic levels of work communication. Write an "F" on the blanks before examples of formal communication and an "I" before examples of informal communication.

______a. A speech

______b. Business letter

______c. Interoffice memo

______d. Budget report

______e. Conversation with a guest

______f. Conversation with a co-worker

______g. Instructions from your supervisor

______h. A report to the governing board

______i. Letter to a friend

______j. Seminar presentation

5. Select from the following list common causes of communication problems. Write an "X" on the blank before each cause.

______a. Accurate assumptions about the speaker

______b. Failure to listen

______c. Use of informal communications

______d. Interruptions

______e. Failure to clarify comments

______f. Use of grammatical and concise vocabulary

______g. Unawareness of how others perceive us

______h. Lack of self-righteousness

______i. Emotional involvement

______j. Childhood and social teachings

______k. Common communication barriers

Written Test

6. List eight common barriers to effective communication. Write your answers on the blanks below.

a. ____________________

b. ____________________

c. ____________________

d. ____________________

e. ____________________

f. ____________________

g. ____________________

h. ____________________

7. Distinguish between examples of positive and negative body language. Write a "P" on the blanks before examples of positive body language.

______a. Frequent eye contact

______b. Clenched fist

______c. Drooping head and shoulders

______d. Smiling, pleasant facial expression

______e. Stiff, aggressive stance with arms raised and feet apart

______f. Yawning

______g. Relaxed, alert manner of standing or sitting

______h. Frowning facial expression with clenched teeth

______i. Raised eyebrows

______j. Head held high

______k. Shoulders upright

______l. Open palm, hands away from body

______m. Nail biting, pulling at hair or clothing

______n. Crossed arms

______o. Closed body

______p. Palms up, arms swinging freely

______q. Staring

Written Test

8. List five poor listening behaviors. Write your answers on the blanks provided below.

   a. ____

   b. ____

   c. ____

   d. ____

   e. ____

9. Complete guidelines for effective listening. Write the correct number on the blank provided before each item below.

______a. Listen with ______ to what the person has to say.

   1. an open mind
   2. skepticism
   3. reservations
   4. an ear for the facts

______b. Do not ______ or make assumptions.

   1. jot down notes
   2. block out distractions
   3. defer judgment
   4. draw hasty conclusions

______c. Listen for both verbal and ______ messages.

   1. formal
   2. oral
   3. spoken
   4. nonverbal

______d. Listen for ideas, ______, and intentions, as well as facts.

   1. feelings
   2. sarcasm
   3. technical terms
   4. colloquialisms

Written Test

______e. Block out visual and auditory ______.

1. words
2. gestures
3. distractions
4. feedback

______f. Focus on the ______, not the ______.

1. speaker; message
2. medium; feedback
3. receiver; sender
4. message; speaker

______g. Use ______ feedback to let the speaker know that he or she is being understood.

1. nonverbal
2. verbal
3. whole message
4. deferred

______h. Avoid ______ while you pretend to listen.

1. eye contact
2. letting your mind wander
3. giving feedback
4. taking notes

______i. Avoid ______ and talking.

1. interrupting
2. nonverbal feedback
3. paraphrasing
4. listening

______j. Avoid ______ responses.

1. honest
2. questioning
3. mentally rehearsing
4. body language

Written Test

______k. When the speaker ______, repeat in your own words what the speaker said, and ask if that is what was meant.

1. is wrong
2. is finished
3. asks you
4. needs correction

______l. Jot down brief notes only if the message is ______.

1. long or complex
2. technical
3. brief and simple
4. giving instructions for a task

10. List guidelines for following verbal and written directions in a work situation.

a. ____

b. ____

c. ____

11. Complete guidelines for improving verbal communication. Write the correct number on the blank provided before each item below.

______a. Accept responsibility for ______ communication.

1. formal
2. informal
3. effective
4. oral

______b. Clarify your ideas and plan your approach ______ communicating.

1. while
2. after
3. when
4. before

______c. Hold the receiver's attention through ______.

1. eye contact
2. proper enunciation
3. appropriate dress
4. hand gestures

Written Test

______d. Use ______ and direct language.

1. formal
2. simple
3. profound
4. technical

______e. Be ______.

1. firm
2. brief
3. commanding
4. long-winded

______f. Be interesting, accurate, and ______.

1. complete
2. firm
3. humble
4. technical

______g. Reinforce words with actions and ______ that match your message.

1. a raised voice
2. an opinionated tone
3. eye contact
4. body language

______h. Use a ______ tone of voice, and vary your ______ to avoid speaking in a monotone.

1. serious; body language
2. firm; words
3. pleasant; pitch
4. humorous; information

______i. Avoid ______ mannerisms.

1. all
2. distracting
3. polite
4. clarifying

______j. Avoid repeating ______ phrases.

1. prepositional
2. meaningful
3. empty
4. key

______k. Obtain ______.

1. agreement
2. feedback
3. the audience's opinions
4. consensus

______l. Listen ______.

1. actively
2. passively
3. intermittently
4. frequently

12. Correct *false* statements about guidelines for improving written communication. Write an "F" on the blank before each false statement in the following list. If the statement is false, rewrite it on the blanks provided to make it correct.

______a. Decide what you will write before you begin, and make a complex outline.

____

____

______b. Write a rough draft, and then check it and revise it according to the guidelines for good writing.

____

____

______c. Present your information in chronological order.

____

____

Written Test

______d. Write exactly what you mean.

____

____

______e. Be brief and to the point.

____

____

______f. Prune out "greenwood"—precise, relevant, necessary words.

____

____

______g. Write illegibly, or type or input without errors.

____

____

______h. Spell all words correctly.

____

____

______i. Write sentence fragments that are capitalized and punctuated correctly.

____

____

______j. Be accurate; check all facts.

____

____

______k. Use long sentences.

____

____

Written Test

______l. Use good, plain English.

______m. Fit your tone to your mood.

______n. To make the information more accessible, use subject headings for long reports.

13. Complete guidelines for giving verbal and written directions in a work situation. Write the correct word(s) on the blank provided before each item below.

Verbal directions

______________a. When possible, decide who is (*not*, *best*) qualified for the task before assigning it.

______________b. State directions clearly and simply while (*telling*, *demonstrating*) how the task is to be done.

______________c. Be sure that the (*receiver*, *sender*) understands what, why, where, when, and how the task is to be done.

Written directions

______________d. Follow the five Cs of written communication. Make sure that your directions are clear, complete, concise, correct, and (*courteous*, *calculated*).

______________e. Write (*legibly*, *illegibly*), type, or input your directions on a computer.

______________f. Include the (*manager's name*, *date*) on the directions.

_______________g. Make sure to keep a (*copy*, *record*) of all written directions.

_______________h. Be sure that the (*writer*, *reader*) understands what, why, where, when, and how the task is to be done.

14. Match terms associated with business letters to their correct descriptions. Write the numbers on the blanks provided.

_____a. Opening greeting followed by a colon

_____b. Initials of person typing the letter if different from the person who wrote the letter

_____c. Notation indicating that the letter is to be sent a special way

_____d. Name and address of company sending the letter; may be in letterhead format or input by writer

_____e. Name and address of person letter is to

_____f. Notation indicating that the letter contains additional materials

_____g. Date letter is typed

_____h. Notation indicating those people who will receive copies of the letter

_____i. Signer's typewritten name and title

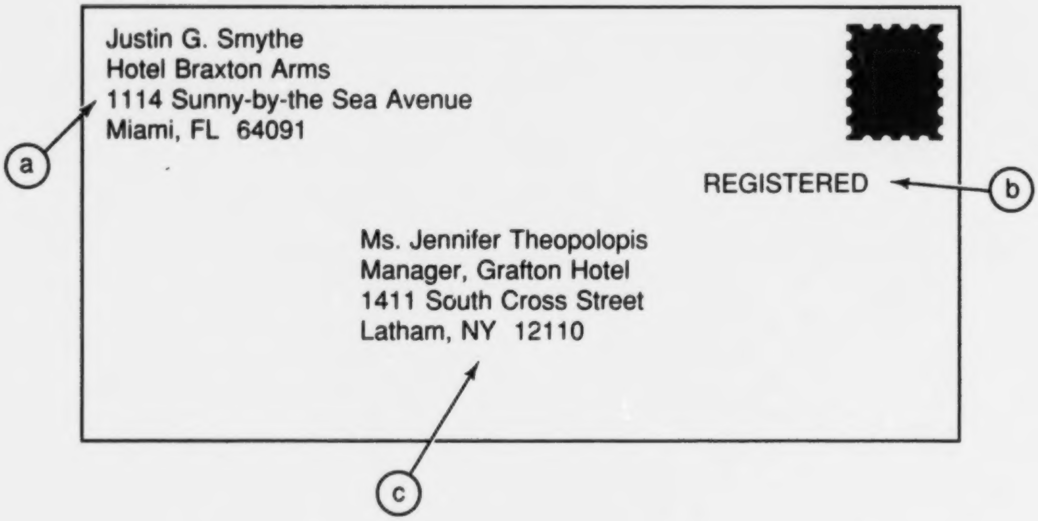
_____j. Parting phrase followed by a comma

_____k. Text of the letter in paragraph form

1. Return address
2. Date line
3. Inside address
4. Salutation
5. Body
6. Complimentary closing
7. Writer's identification
8. Reference initials
9. Enclosure notation
10. Mailing notation
11. Copy notation

Written Test

15. Identify the parts of the business envelope in the illustration below. Write your answers on the blanks provided.



Justin G. Smythe
Hotel Braxton Arms
1114 Sunny-by-the Sea Avenue
Miami, FL 64091

REGISTERED

Ms. Jennifer Theopolopis
Manager, Grafton Hotel
1411 South Cross Street
Latham, NY 12110

a. ______________________________

b. ______________________________

c. ______________________________

16. Distinguish among descriptions of types of memos. Write "SM" on the blank before the description of a simple memo, "CM" before a complex memo, and "IM" before an interoffice memo.

______a. Four-part heading; message an informal business report a page or more in length; sent to one or several people

______b. Six- to eight-part heading; message format like a simple or complex memo, depending on its length and complexity; sent to many people, a department, or the staff at large

______c. Four-part heading; very brief message from several lines to less than a page in length; sent to one or several people

Written Test

17. Select guidelines for writing and formatting informal business reports. Write the correct number on the blank provided before each item below.

______a. What is the size of the first-page top margin?

1. ½ inch
2. 1 inch
3. 1½ inches
4. 2 inches

______b. How should the title appear on the first page?

1. Centered on tenth line in capital and small letters
2. Flush left on eighth line in all-capital letters
3. Centered on thirteenth line in all-capital letters
4. Flush right on twelfth line in capital and small letters

______c. How many lines below the title should the subtitle be typed, if there is a subtitle?

1. 2
2. 3
3. 12
4. 6

______d. How many lines beneath the title or subtitle should *By* and the writer's name be typed?

1. 2
2. 3
3. 12
4. 6

______e. Where should the date appear?

1. In the upper right-hand corner
2. In the upper left-hand corner
3. After the body of the report
4. Two lines below the writer's name

______f. Which of the following is the correct order for the body of the report?

1. Discussion, purpose, call to action, summary
2. Purpose, summary, discussion, call to action
3. Call to action, purpose, discussion summary
4. Summary, discussion, purpose, call to action

Written Test

______g. What size should the right, left, and bottom margins be?

1. ½ inch
2. 1 inch
3. 1½ inch
4. 2 inches

______h. Which of the following correctly describes the format for the body of the report?

1. Singled-spaced with each paragraph indented three spaces
2. Single-spaced with each paragraph indented five spaces
3. Double-spaced with each paragraph indented three spaces
4. Double-spaced with each paragraph indented five spaces

______i. What should you do if the report runs to more than two pages?

1. Double-space between paragraphs
2. Use block style and do not indent paragraphs
3. Use subheadings
4. Format narrower margins

18. List three disadvantages of a grapevine communications system. Write your answers on the blanks provided below.

a. ____

b. ____

c. ____

19. List five types of information likely to be communicated via a grapevine system. Write your answers on the blanks provided below.

a. ____

b. ____

c. ____

d. ____

e. ____

Written Test

20. Complete statements about ways of controlling the development of a grapevine communications system. Write the correct number on the blank provided before each item below.

______a. Provide an adequate flow of ______ to subordinates and co-workers as soon as possible after decisions are made or events occur.

1. gossip
2. social information
3. rumors
4. official information

______b. ______ changes and decisions that affect them.

1. Do not involve supervisors in
2. Involve subordinates and co-workers in
3. Keep from supervisors and administrators
4. Demand secrecy from subordinates and co-workers about

______c. Share ______ news by creating or contributing to a house newsletter.

1. official
2. unofficial
3. technical
4. work-related

______d. Post messages and unofficial news ______.

1. in the local newspaper
2. in public places frequented by employees
3. on an employees' bulletin board
4. in guest rooms

______e. Refrain from ______ other employees, customers, or the management.

1. helping
2. instructing
3. communicating with
4. gossiping about

21. Select from the following list guidelines for using the telephone correctly. Write an "X" on the blank before each correct guideline.

When answering a call

______a. Answer after the fourth ring.

______b. Use a pleasant voice.

Written Test

_______c. Identify your business but do not give your name.

_______d. Speak distinctly into the receiver, which should be held about 3 inches from your mouth.

_______e. Jot down the caller's name immediately and use it often.

_______f. Ask, "Who is this?" if the caller does not identify himself or herself.

_______g. When you must leave to get information, ask, "Will you hold, or shall I call you back?"

_______h. When you place a caller on hold, play background music so the caller will have something to listen to while waiting.

_______i. Apologize for errors or delays.

_______j. Press the hold or mute button to cut out noise, and place the receiver where it will not fall when leaving the phone unattended.

_______k. When transferring a call, tell the caller that you may lose him or her in the process and if so to call back.

When placing a call

_______l. Plan your conversation while dialing.

_______m. Let the phone ring no more than 5 times before hanging up.

_______n. When the phone is answered, state your full name, the name of your business, and the reason for the call.

_______o. Do not allow the caller to put you on hold if you are calling long-distance.

_______p. When you have completed the call, thank the other person for his or her assistance and hang up quietly.

_______q. Remember ZIP Code numbers when placing your call.

_______r. Use the business' WATS line if it has one.

_______s. Do not use the business phone for personal calls unless you have been given permission to do so.

Permission to duplicate this test is granted.

Work Communication Skills
Unit 7

Unit Evaluation Form

Student name ______________________________ Unit rating __________

Assignment-sheet ratings

Assignment Sheet 1—Interpret and Evaluate Body-Language Communication Skills Rating ______

Comments: ____

____

____

Assignment Sheet 2—Identify Your Listening Behaviors Rating ______

Comments: ____

____

____

Assignment Sheet 3—Follow Verbal Directions Rating ______

Comments: ____

____

____

Assignment Sheet 4—Follow Written Directions Rating ______

Comments: ____

____

____

Assignment Sheet 5—Give Verbal Directions While Demonstrating a Task Rating ______

Comments: ____

____

____

Unit Evaluation Form

Assignment Sheet 6—Write and Format a Business Letter Rating ______

Comments: ______________________________

Assignment Sheet 7—Address Long and Short Business Envelopes and Fold and Insert Letters Rating ______

Comments: ______________________________

Assignment Sheet 8—Write and Format a Simple Memorandum Rating ______

Comments: ______________________________

Assignment Sheet 9—Write and Format an Informal Business Report Rating ______

Comments: ______________________________

Written-test scores

Pretest ______ Posttest ______ Other ______

Comments: ______________________________

Teacher signature ______________________________ Date ____________

Student signature ______________________________ Date ____________

Permission to duplicate this form is granted.

Work Communication Skills
Unit 7

Teacher Supplement 1—Listening Test Questions

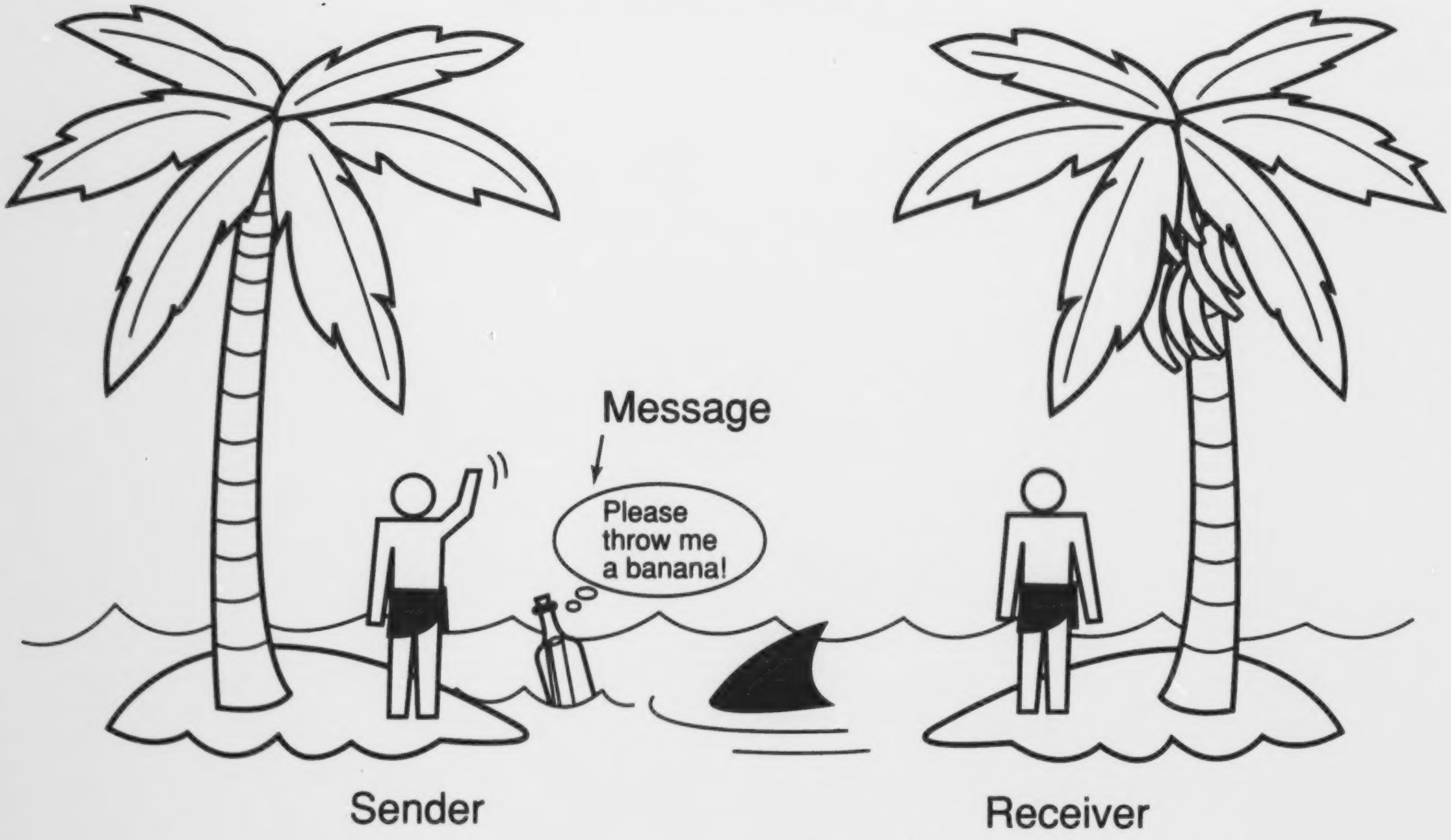
These are the questions to ask students who will complete Assignment Sheet 3, "Follow Verbal Directions." The test combines the skills of listening and following directions. After each student is supplied with Assignment Sheet 3, read each instruction only once. Enunciate clearly and read slowly.

1. Write *yes* if your name begins with a vowel or consonant.
2. Of the words *restaurant* and *hotel* pertaining to the hospitality and tourism industry, write the shorter.
3. Write *no* if you think that cement is heavier than feathers.
4. Write the numbers *2*, *7*, *9*, *5*, and *8*, and circle the largest.
5. If you did not circle 8 make a cross; if you did, make a square.
6. If screwdrivers screw screws, complete this sentence correctly: *Hammers pound* ______.
7. If 3½ × 2 = 8, make a circle; if not, make two dots.
8. Provide the incorrect answer to this question: *Does wood come from trees?*
9. If Washington was not the first president of the United States, write the shorter of the words *red* and *green*; if he was, sign your name.

(Instructor: Read Number 10 through entirely first, and then read it a sentence at a time as the students follow directions.)

10. Draw two circles approximately the size of a dime side by side horizontally about 1 inch apart. Place an "X" in the right-hand circle, its top ends touching the top circumference and its bottom ends approximately centered in the circle. Draw a dot in the center of the left-hand circle approximately the size of the perforation in a three-hole page.

Communication I


Message
Please throw me a banana!
Sender
Receiver

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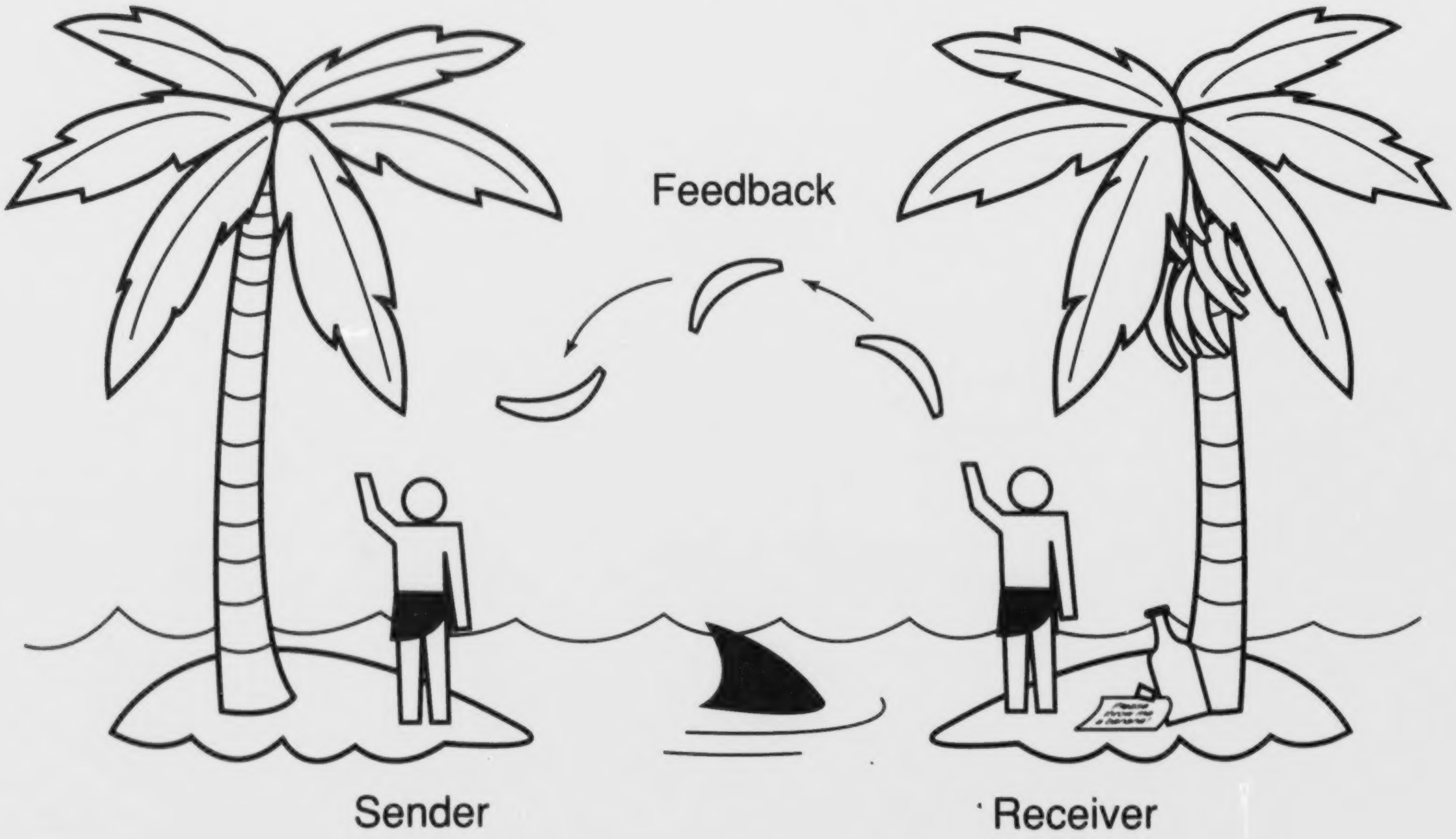
Communication II



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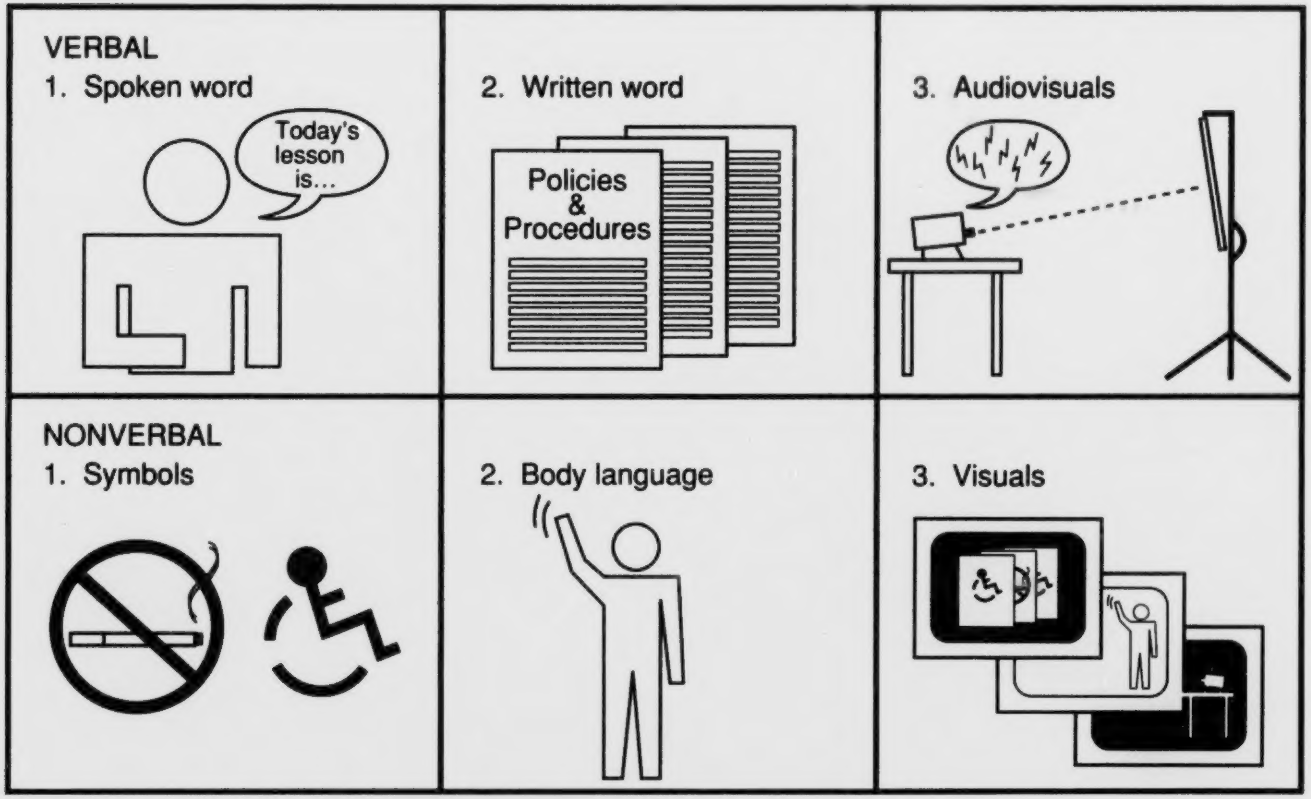
Communication Media



VERBAL

1. Spoken word
2. Written word
3. Audiovisuals

Today's lesson is...
Policies & Procedures

NONVERBAL

1. Symbols
2. Body language
3. Visuals

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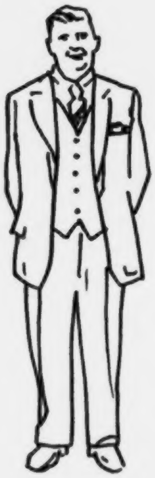
Language Levels: Standard English

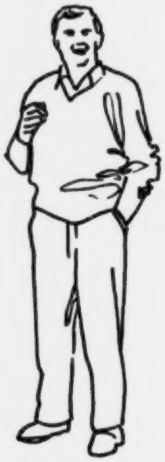
Formal

This level of speech and usage is suitable for serious writing and speaking. Use for job applications and job interviews. Use for verbal and written communication whenever you wish to make a good impression.



Informal (colloquial)

This level of speech and usage is suitable when speaking or writing to friends and close members of your family. Do not use for written communication, except for dialogue.



Language Levels: Nonstandard English

Slang

This level of speech and usage has been strongly influenced by radio, television, and the movies. Slang is a "fad" language with no lasting value. Young people use slang when talking to their friends; however, slang should not be used in the workplace.

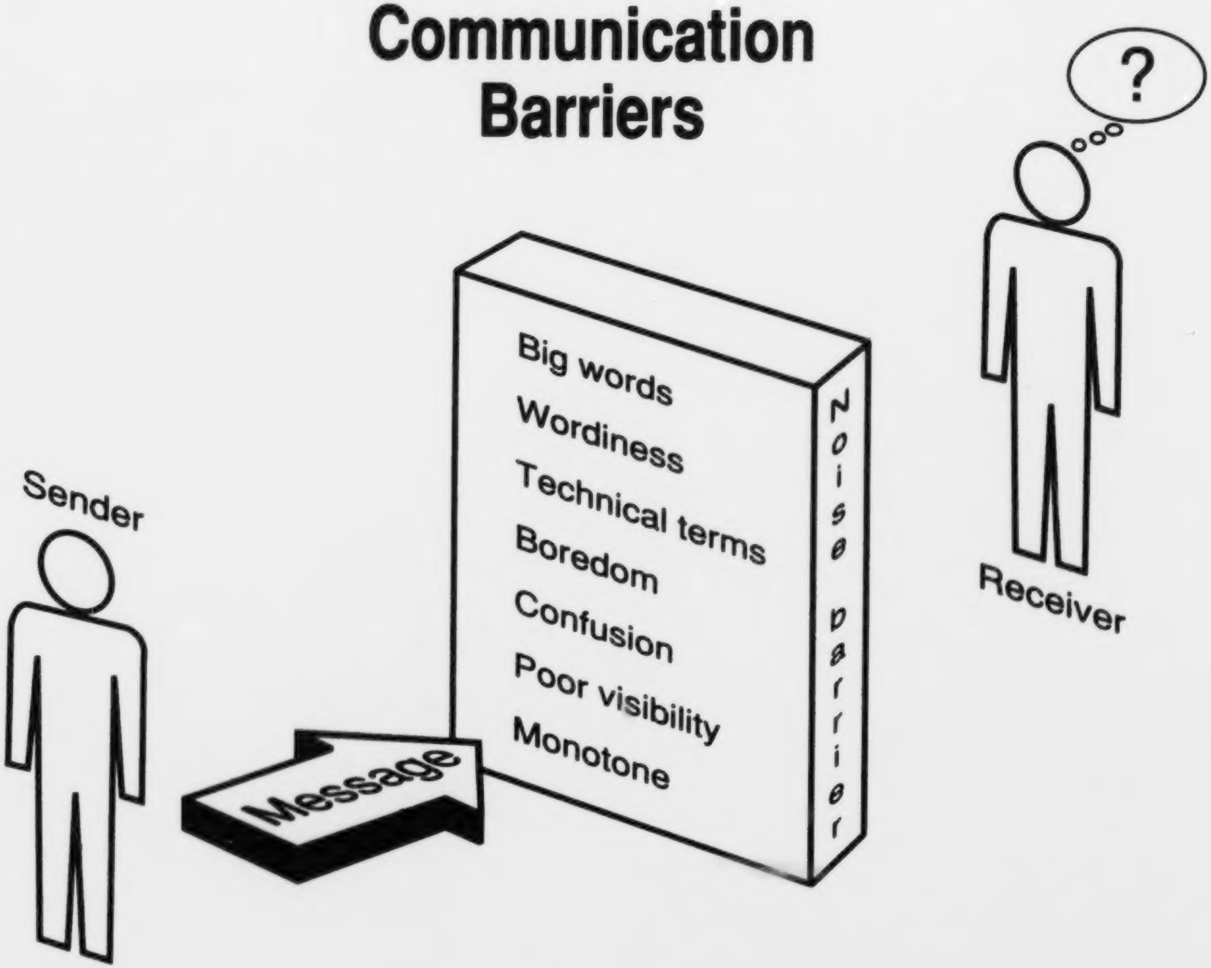
Illiterate

This level of speech and usage is unacceptable, the language of the uneducated. Illiterate usage breaks grammar rules and adds words that do not belong in the English language.

Language Levels
(Examples)

Formal I observed the charming young lady and longed to tell her of my affection and admiration for her. Therefore, I sent her a lovely bouquet of roses.	**Informal** I watched the pretty girl and wanted to tell her how much I liked her, so I sent her some flowers.
Slang I sized up this gorgeous chick and wanted to tell her how gone I was on her, so I took her a bunch of posies.	**Illiterate** Like, I seen this here kid, you know. I like her, but I ain't never told her yet. I brung her some flowers, though.

Communication Barriers



?
Sender
Message
Noise barrier
Receiver

- Big words
- Wordiness
- Technical terms
- Boredom
- Confusion
- Poor visibility
- Monotone

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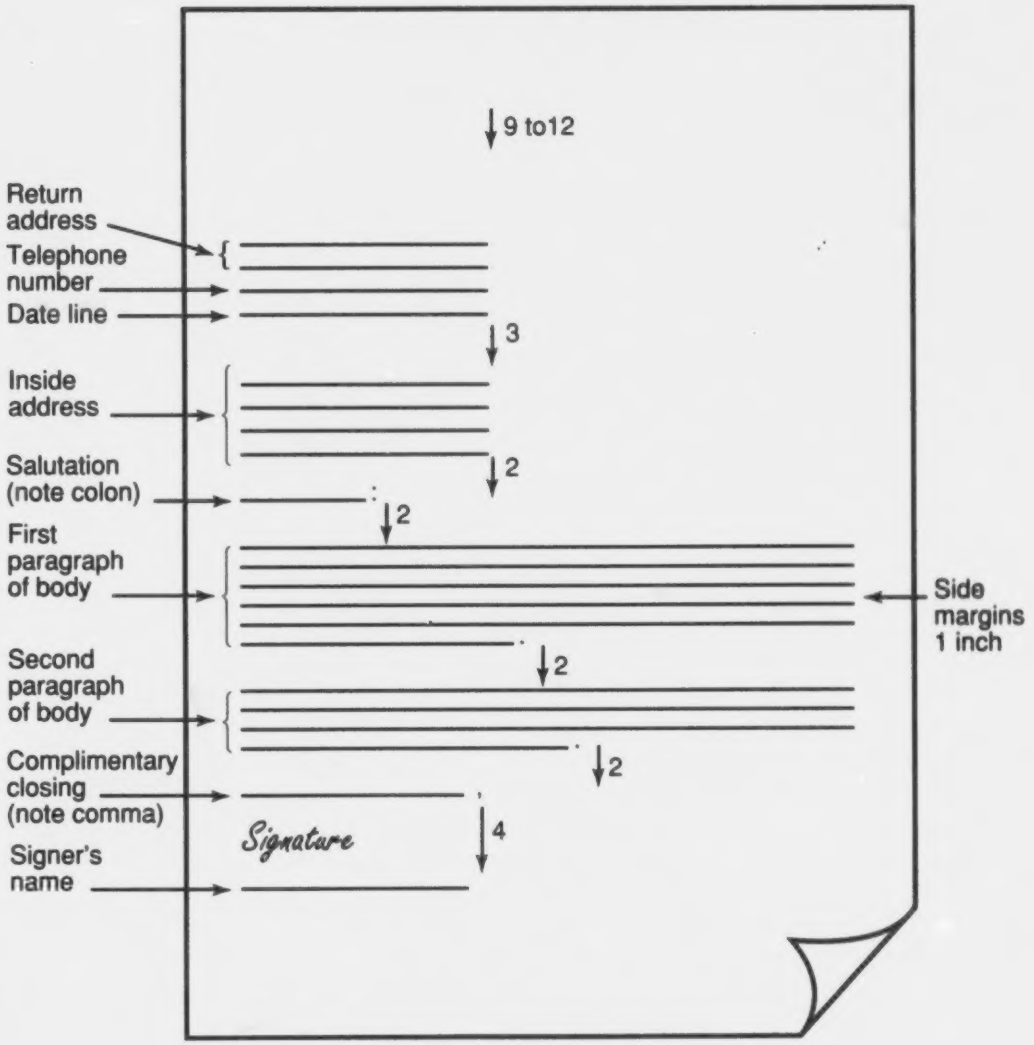
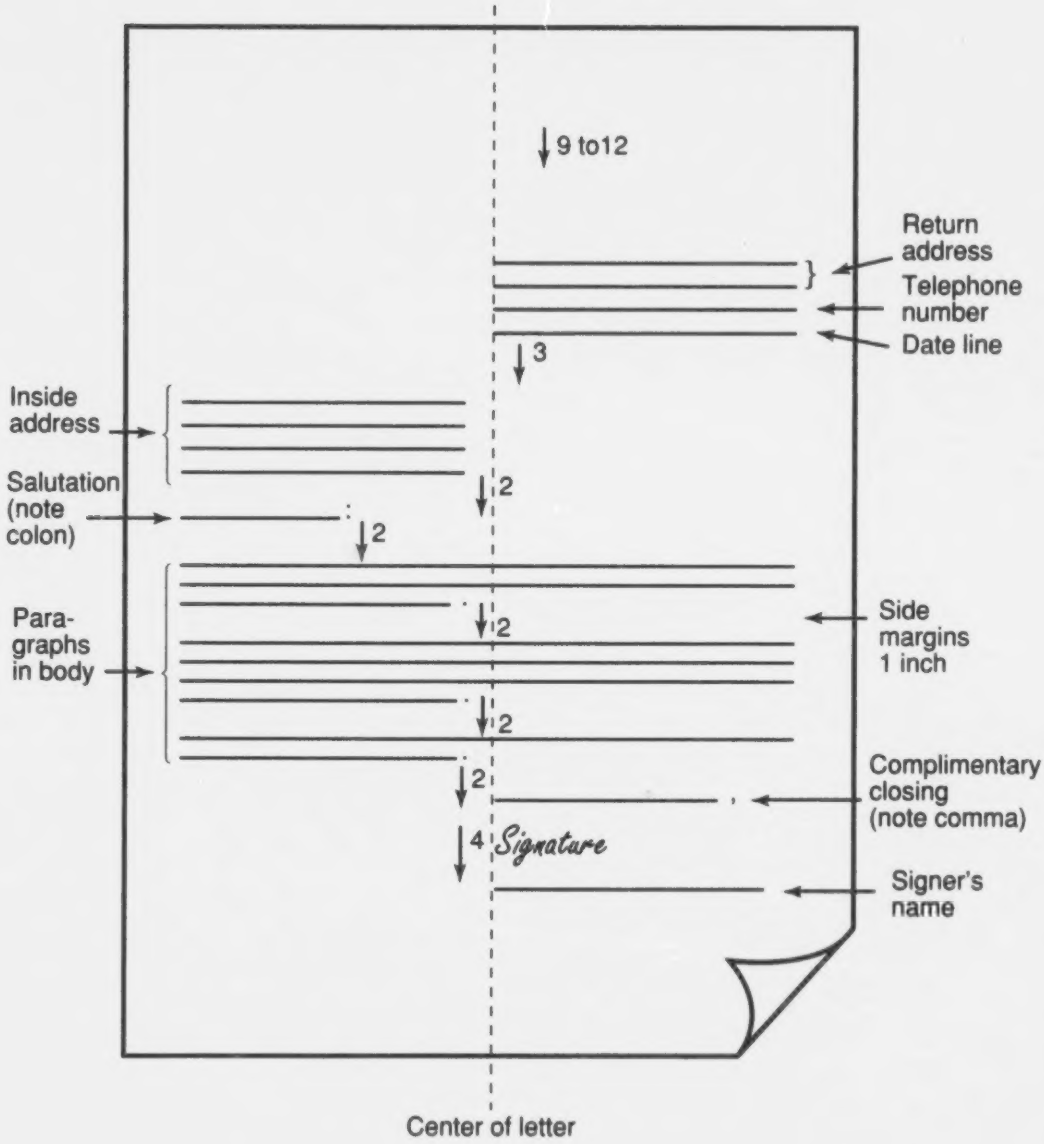
Standard-Block-Style Letter Format

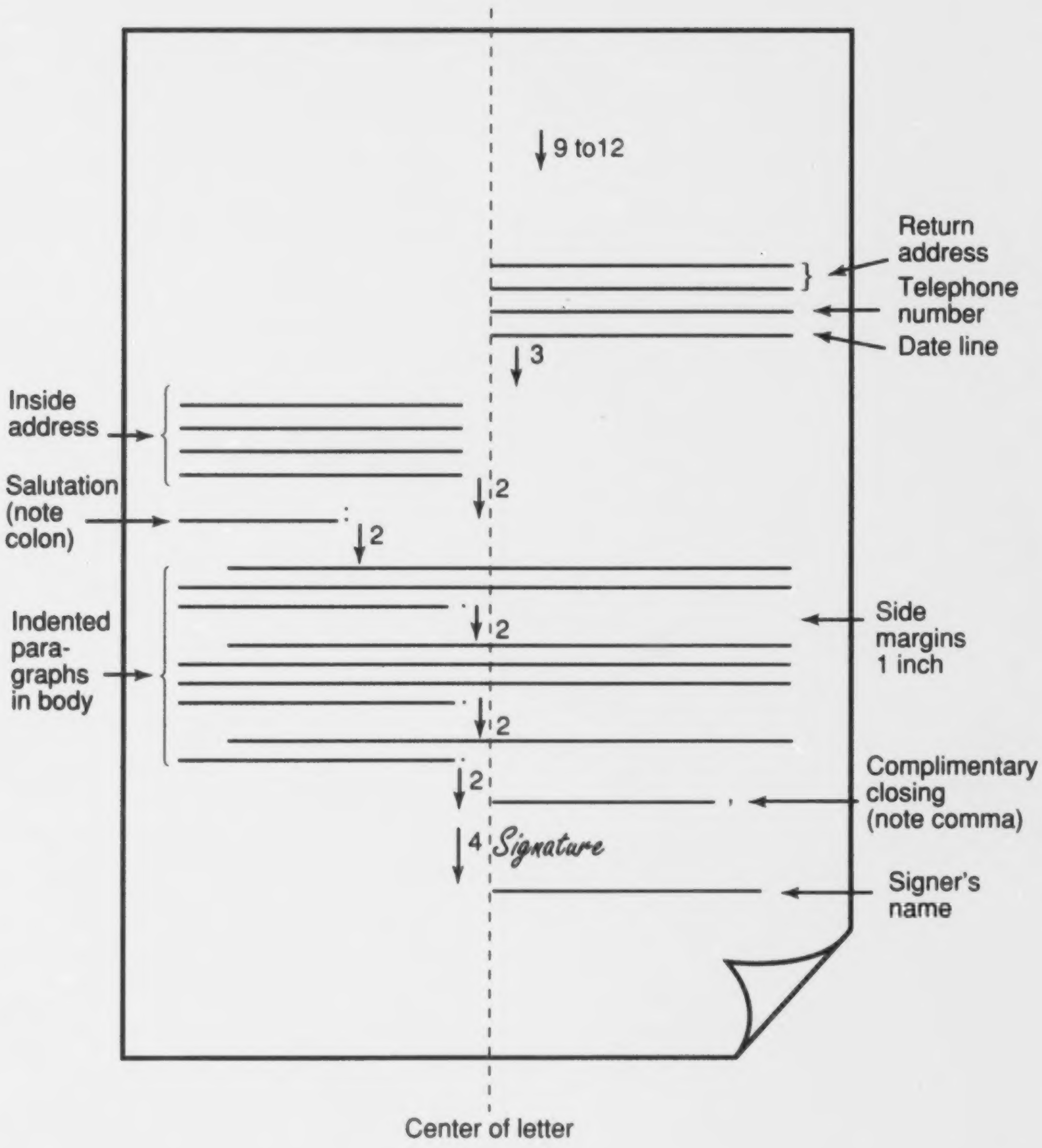

9 to12
Return address
Telephone number
Date line
3
Inside address
Salutation (note colon)
2
2
First paragraph of body
Side margins 1 inch
Second paragraph of body
2
Complimentary closing (note comma)
2
Signature
4
Signer's name

Modified-Block-Style Letter Format

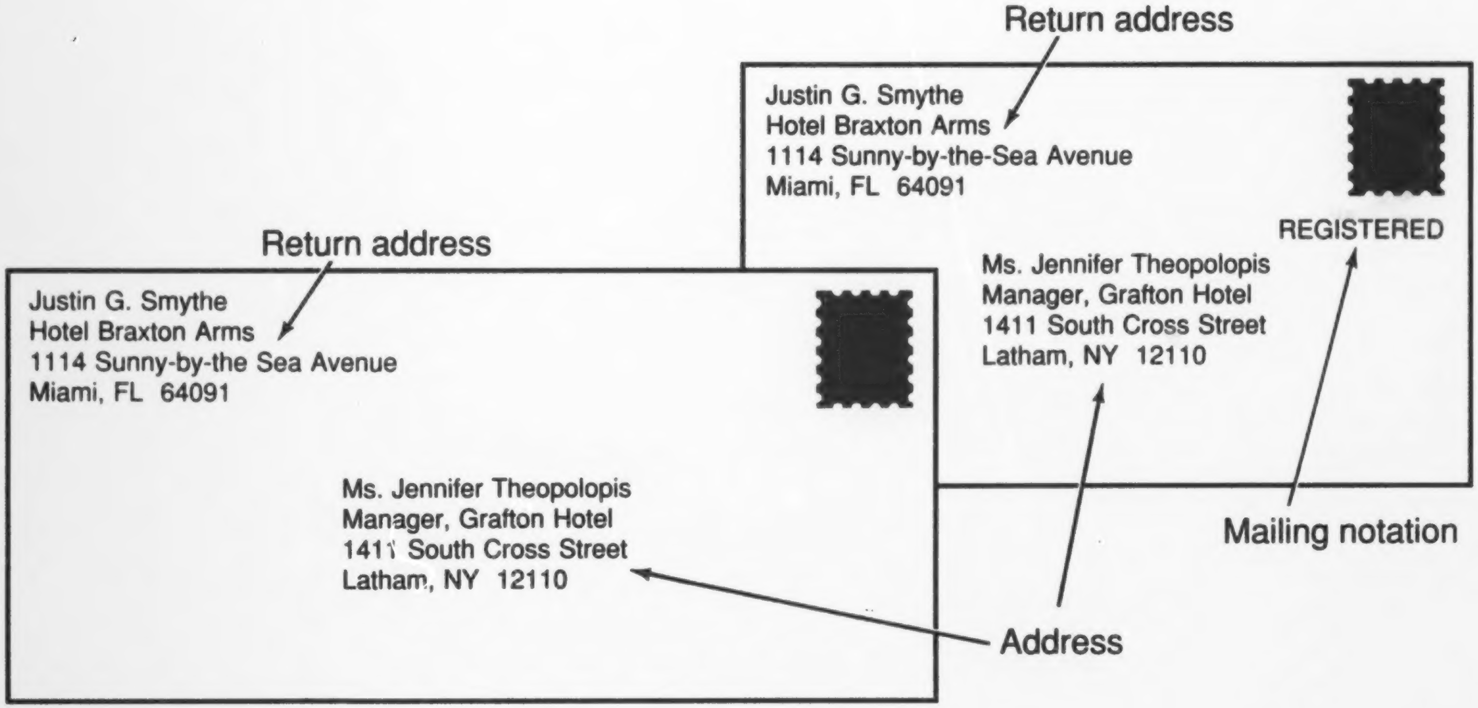

9 to12
Return address
Telephone number
Date line
3
Inside address
Salutation (note colon)
2
2
Para-graphs in body
2
Side margins 1 inch
2
2
Complimentary closing (note comma)
4
Signature
Signer's name
Center of letter

Modified-Block-Style Letter Format

Indented Paragraphs


9 to12
Return address
Telephone number
Date line
3
Inside address
2
Salutation (note colon)
2
Indented paragraphs in body
2
Side margins 1 inch
2
2
Complimentary closing (note comma)
4
Signature
Signer's name
Center of letter

Parts of Business Envelopes


Return address
Return address
REGISTERED
Mailing notation
Address

Justin G. Smythe
Hotel Braxton Arms
1114 Sunny-by-the-Sea Avenue
Miami, FL 64091

Ms. Jennifer Theopolopis
Manager, Grafton Hotel
1411 South Cross Street
Latham, NY 12110

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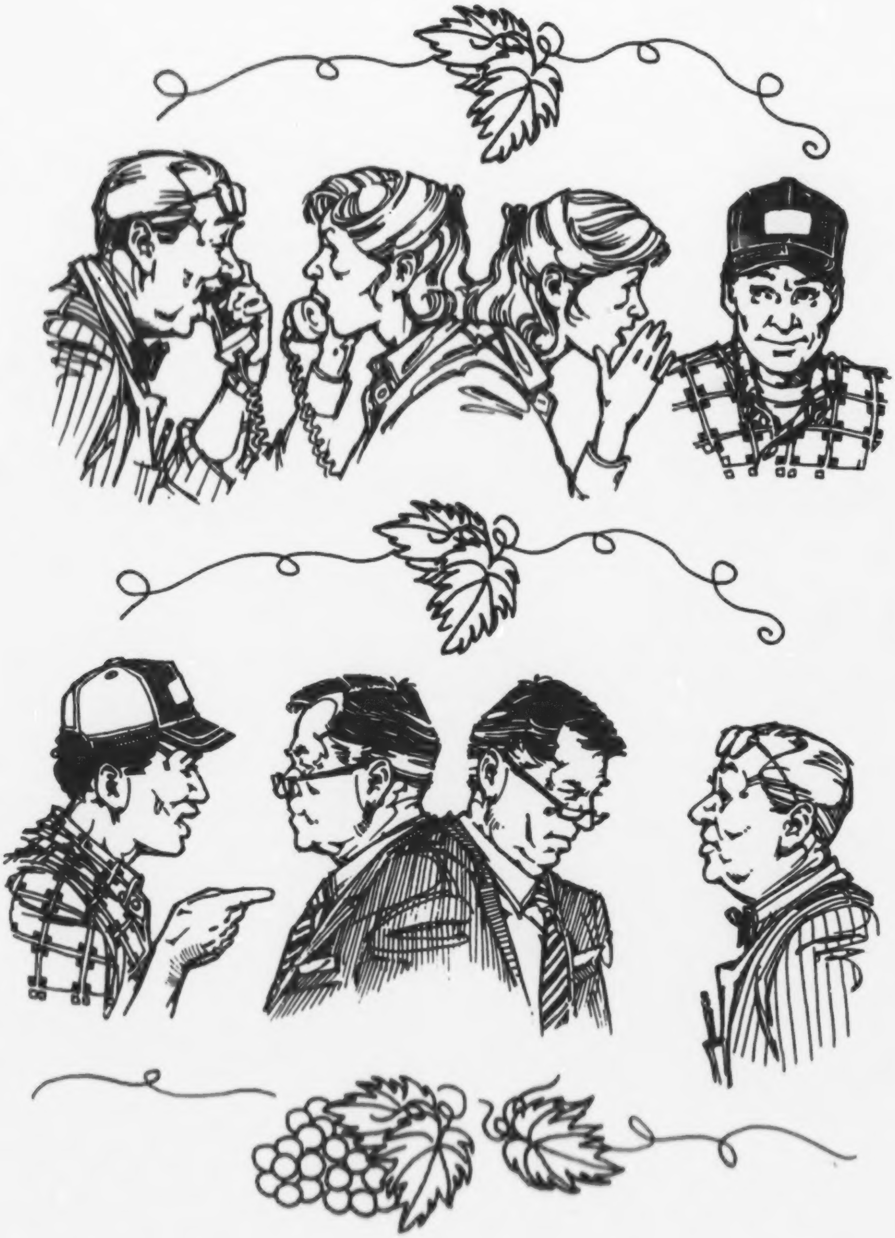
Grapevine Communications System



Work Communication Skills
Unit 7

Information Sheet

1. **Terms and definitions associated with work communication skills**

- **Bias**—Personal and unreasoned distortion of information
- **Body language**—Gestures, facial expressions, and posture that convey a message
- **Cliche**—Expression or idea that has become trite

  Examples: White as snow, dog tired, good as gold, over the hill
- **Colloquialism**—Local or regional expression
- **Communication**—Exchange of information through verbal and nonverbal messages
- **Communication barrier**—Something that prevents the receiver from receiving or understanding the message

  Examples: Noise, distance, wordiness, technical terms, boredom, poor visibility or hearing, poor listening habits
- **Grapevine**—Unofficial communication passed on by word of mouth and often distorted in the telling
- **Jargon**—Specialized vocabulary of those in the same work or profession

  Example: Input the data interface to access the RAM.
- **Listening**—Receiving, processing, and evaluating both verbal and nonverbal communication
- **Memorandum** (memo)—Informal written business communication (see Student Supplements 5 through 7)
- **Nonverbal communication**—Sending/receiving a visual message

  Examples: Pictures, signs, symbols, facial expressions, body language
- **Prejudice**—Preconceived judgment or opinion based on insufficient or incorrect knowledge

Information Sheet

- **Selective hearing**—Listening only to certain facts or details and missing the real meaning

  Note: "Selective hearing" is sometimes defined as *hearing but not listening*.

- **Slang**—Informal, nonstandard vocabulary, often ungrammatical

- **Verbal communication**—Sending/receiving a written or spoken message

  Note: Most verbal communication also includes nonverbal communication in the form of body language and visual stimuli.

  Examples: Television, radio, books, speeches, conversation, audio and audiovisual tapes

2. **Purposes of communication**

- To inform

- To persuade

- To entertain

3. **Essential elements of effective communication and their descriptions** (See Figures 1 and 2)

- **Message**—Information

- **Medium**—Way in which a message is conveyed to the receiver

  Note: The plural form of "medium" is "media."

  Examples: (*Verbal*) Written or spoken words in the form of letters, reports, speeches, and so on

  (*Nonverbal*) Signs, symbols, pictures, body language

- **Sender**—Person sending a message; the speaker or writer

- **Receiver**—Person(s) to whom a message is directed

- **Feedback**—Evaluation returned by the receiver of the message to the sender of the message

Information Sheet

Figure 1

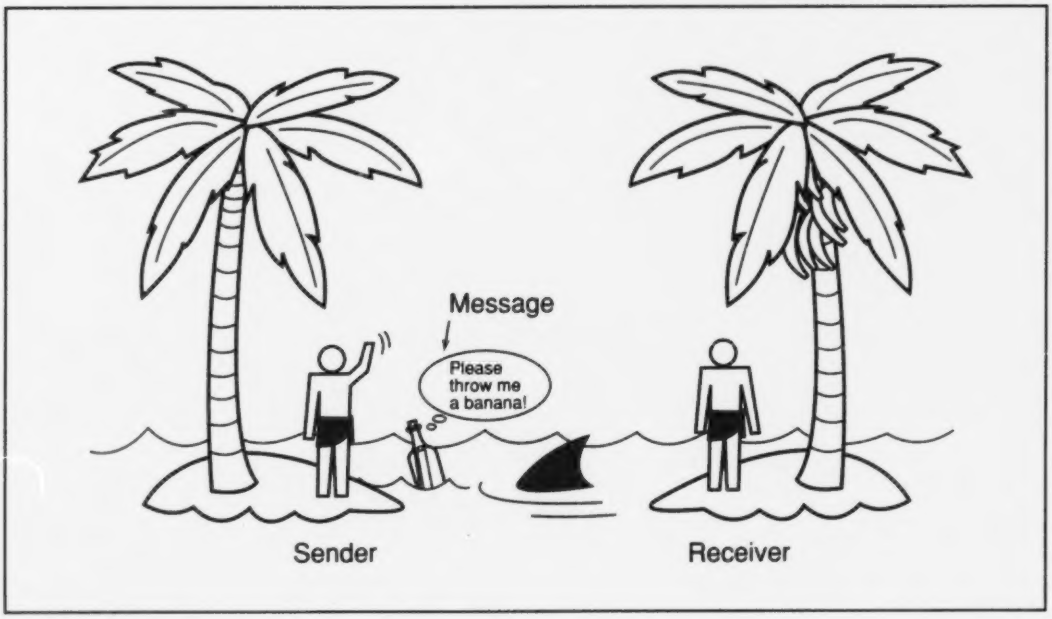
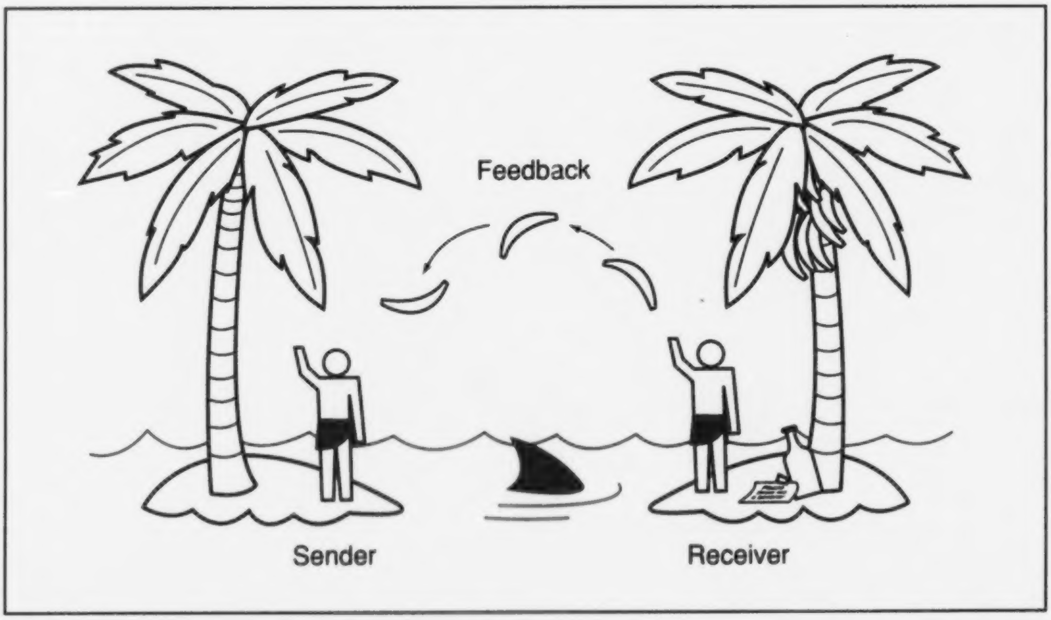

Message
Please throw me a banana!
Sender
Receiver

Figure 2


Feedback
Sender
Receiver

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Information Sheet

4. Examples of the basic levels of work communication

a. **Examples of formal communication**

- Oral presentations and speeches
- Business letters
- Reports

b. **Examples of informal communication**

- Talking with guests or co-workers
- Everyday interoffice business discussions
- Interoffice memos
- Friendly letters

5. Common causes of communication problems

- **False assumptions about the speaker**

Note: Value judgments, stereotyping, and prejudice often prevent the receiver from seeing the speaker as the individual he or she really is.

Examples: (*Prejudice*) Belief that all (Irish, Italian, Jewish, Indian, Baptist, Catholic, New York, California, Southern, Northern) students behave in certain ways.

(*Stereotypes*) "All women want a rich husband," or "What can a man possibly know about pregnancy leave?"

(*Value judgment*) A (short, tall, obese, homely, older, young, disabled) person (or a homosexual, single parent, divorcee) would make a poor worker.

- **Failure to listen**
- **Use of cliches, automatic responses, colloquialisms, and jargon**

Examples: (*Cliche*) "Everything will be okay."

(*Automatic response*) "I'm fine, and you?"

(*Colloquialism*) "We might could do that."

(*Slang*) "He ain't, like, smart, you know?"

(*Jargon*) "Interface with the PC to process that Res. ASAP."

Information Sheet

- **Interruptions**
- **Failure to clarify comments**

  Note: Asking questions may make the meaning of a comment clear.

- **Use of ungrammatical or limited vocabulary**

  Note: Providing examples and alternate terms helps define terms and leads to understanding.

- **Unawareness of how others perceive us**

  Note: Some people have no idea of what their body language or tone of voice communicates to others.

- **Lack of self-confidence**

  Note: Fear of rejection or ridicule prevents some persons from communicating with others.

- **Emotional involvement**

  Example: The supervisor who yells at an employee communicates only fear and anger, not the verbal message.

- **Childhood and social teachings**

  Note: Some persons are taught from childhood to avoid conflict and not to express feelings such as joy, anger, or affection.

- **Common communication barriers**

6. **Common barriers to effective communication** (see Figure 3)

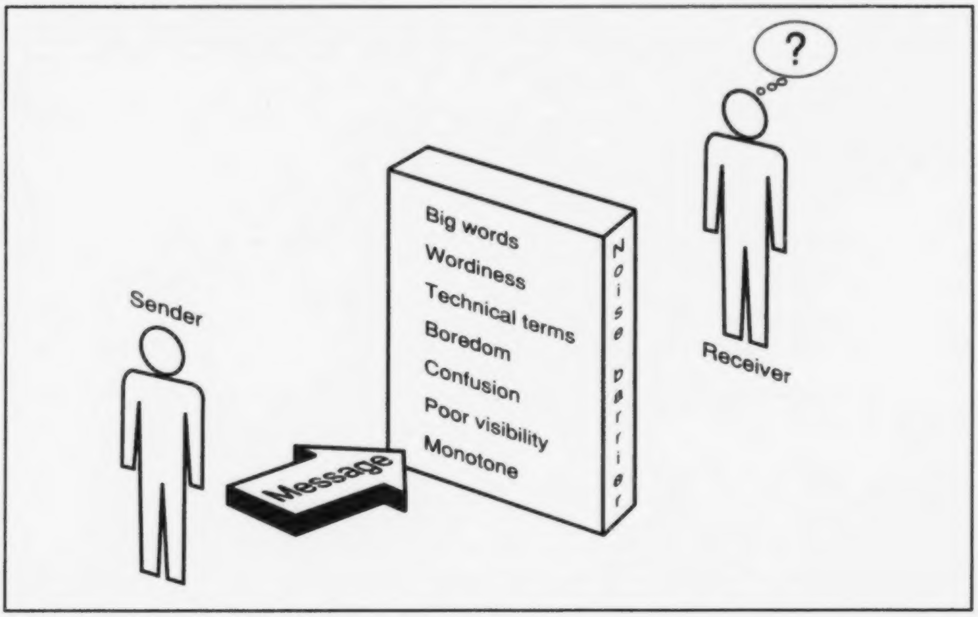
   - Big words and long sentences
   - Technical terms and jargon
   - Wordiness
   - Generalities
   - Boring, monotonous, or irritating tone or volume of voice
   - Fast or slow rate of speech

Information Sheet

- Poor listening skills
- Boring message or bored receiver
- Confusing terms and phrases

  Example: Foreign phrases
- Poor visibility
- Distractions
- Noise or poor hearing capabilities

Figure 3: Communication barriers


?
Sender
Message
Big words
Wordiness
Technical terms
Boredom
Confusion
Poor visibility
Monotone
Noise barrier
Receiver

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7. **Examples of positive and negative body language**

Note: Body language differs among nationalities and cultures and among social classes.

Examples: — In Turkey, the American gesture for good-bye means "come here."

Information Sheet

- In Russia, workers at a new McDonalds had to be taught "service with a smile."
- A raised fist in one culture may mean victory, and in another aggression.
- Eye contact in one culture may indicate friendliness, and in another domination.
- Bowing in one social class may mean respect, and in another subservience.

a. **Examples of positive body language**

- Open palm, hands away from the body, palms up, arms swinging freely
- Head held high, shoulders upright
- Relaxed, alert manner of standing or sitting
- Smiling, pleasant facial expression
- Frequent eye contact

Note: Eye contact should be frequent but not total. In the American culture, staring is perceived as threatening or invasive.

b. **Examples of negative body language**

- Clenched fist, closed body, crossed arms
- Drooping head and shoulders
- Stiff, aggressive stance with arms raised and feet apart
- Frowning facial expression with clenched teeth or raised eyebrows
- Staring
- Yawning, nail biting, pulling at hair or clothing

Note: These gestures are perceived as signs of fear or nervousness.

Information Sheet

8. Poor listening behaviors

Note: Listening is a very important part of communicating.

- Not paying attention
- Pretending to listen
- Listening selectively
- Rehearsing
- Interrupting
- Hearing what is expected

  Note: People frequently think they have heard speakers say what they *expected* them to say. On the other hand, listeners with this habit often refuse to hear what they do not want to hear.

- Feeling defensive

  Note: These are listeners who assume they know the speaker's intention, or why something was said, or for various reasons expect to be attacked.

- Listening for a point of disagreement

  Note: These listeners seem to wait for a chance to attack someone. They listen intently for points they can correct or on which they can disagree.

9. Guidelines for effective listening

a. **Defer judgment.**

  - Listen with an open mind to what the speaker has to say.
  - Do not draw hasty conclusions or make assumptions.

b. **Listen for the whole message.**

  - Listen to both verbal and nonverbal messages.
  - Listen for ideas, feelings, and intentions, as well as facts.

    Note: This includes hearing things that are unpleasant or unwelcome.

Information Sheet

c. **Pay attention.**

- Block out visual and auditory distractions.
- Focus on the message, not the speaker.
- Use nonverbal feedback (eye contact, head nods, smiles) to let speaker know that he or she is being understood.

d. **Listen completely.**

- Avoid letting your mind wander while you pretend to listen.
- Avoid interrupting and talking.
- Avoid mentally rehearsing responses.

e. **Paraphrase what was heard.**

- When the speaker is finished, repeat in your own words what the speaker said, and ask if that is what was meant.

  Example: I think that I've got that. If I heard correctly, you would like me to compile last week's reservations in alphabetical order, make a copy of the list, give the list to the business office, and then file the reservations at the front desk.

- If the message is long or complex, jot down brief notes, and refer to them when paraphrasing or performing a task.

  Note: Notetaking is more of a memory aid than a listening aid. The danger in notetaking is becoming so involved in the writing process that you forget to listen to the whole message.

10. **Guidelines for following verbal and written directions in a work situation**

- Never begin a task until you have heard or read *all* of the directions.
- Be sure that you understand the directions.

  Note: If you receive verbal directions, restate them to the speaker to ensure that you understand him or her correctly. Or, when the speaker has finished, jot down the main points and steps as you remember them, and verify these with the speaker.

- Ask for assistance or clarification as needed.

  Note: It is better to ask for assistance than to perform a task incorrectly. This not only causes extra time needed to do the task over, but may cause unnecessary costs in equipment and supplies, goods, or money.

Information Sheet

11. Guidelines for improving verbal communication

- Accept responsibility for effective communication.
- Clarify your ideas and plan your approach before communicating.
- Put yourself in the receiver's position.
- Get the receiver's attention before delivering the message.
- Hold the receiver's attention through eye contact.
- Use simple and direct language.
- Be brief.
- Be interesting, accurate, and complete.
- Reinforce words with actions and body language that match your message.
- Use a pleasant tone of voice, and vary your pitch to avoid speaking in a monotone.
- Avoid distracting mannerisms.

  Examples: Twirling your hair, playing with jewelry, playing with a scrap of paper or paperclip, rubbing your eyes, adjusting your clothes, yawning excessively

- Avoid repeating empty phrases.

  Examples: *Like* the linen supply was late in arriving, *you know?* and I had four suites to make up *and everything*. *Okay*, so what am I going to do? *Personally*, I think we should change our linen supplier, *you know?*

- Obtain feedback.

  Examples:
  - Ask questions.
  - Ask the receiver to repeat the message.
  - Ask the receiver to demonstrate understanding.
  - Observe the receiver's body language.

- Listen actively.

Information Sheet

12. Guidelines for improving written communication

- Decide what you will write before you begin, and make a simple outline.
- Write a rough draft, and then check it and revise it according to the guidelines for good writing.
- Present your information in a logical order.
- Write exactly what you mean.

  Note: The reader cannot ask questions, so do not use five words if twenty are needed.
- Be brief and to the point.

  Note: Do not use twenty words when you can say it in five.
- Prune out "deadwood"—trite, redundant, unnecessary words.

  Example: (*Unpruned*) Due to the fact that we are actually faced with a shortage of sheets of paper at this point in time, we, therefore have decided among ourselves to recycle the sheets of paper used in our computers.

  (*Pruned*) Because we now face a paper shortage, we have decided to recycle used computer paper.
- Write legibly, or type or input without errors.
- Spell all words correctly.

  Note: Use your dictionary or your computer's spelling checker.
- Write complete sentences that are capitalized and punctuated correctly.
- Be accurate; check all facts.
- Avoid long sentences.
- Use good, plain English.

Information Sheet

Example: (*Overwrought*) An imprudent man rarely, if ever, has the innate capacity and intellectual wherewithal to retain for a sustained period of time the profusion of currency that fate has, in all of her bountiful generosity, heaped upon him.

(*Plain English*) A fool and his money are soon parted.

- Fit your tone to your audience.

Example: A letter to the chamber of commerce will have a different tone than one to a co-worker.

- To make the information more accessible, use subject headings for long reports.

13. Guidelines for giving verbal and written directions in a work situation

a. Verbal directions

Note: To avoid misunderstanding or resistance, always explain the reasons for doing something.

- When possible, decide who is best qualified for the task before assigning it.
- State directions clearly and simply while demonstrating how the task is to be done.
- Be sure that the receiver understands

—*What* is to be done.
—*Why* it is to be done.
—*Where* it is to be done.
—*When* it is to be done.
—*How* it is to be done.

b. Written directions

- Follow the five Cs of written communication. Make sure that your directions are

—Clear
—Complete
—Concise
—Correct
—Courteous

Information Sheet

- Write legibly, type, or input your directions on a computer.
- Include the date on the directions.
- Make and keep a copy of all written directions.
- Be sure that the reader understands

  —*What* is to be done.
  —*Why* it is to be done.
  —*Where* it is to be done.
  —*When* it is to be done.
  —*How* it is to be done.

14. Terms associated with business letters and their descriptions

- **Return address**—Name and address of company sending the letter; may be in letterhead format or input by writer

  Note: If the return address is input by the writer and letterhead is not used, the writer's phone number and area code may be typed above the date line.

  Example: 7540 Drury Lane
  Cincinnati, OH 20879
  800-555-8182
  December 18, 199-

- **Date line**—Date (month, day, year) letter is typed
- **Inside address**—Name and address of person letter is to
- **Salutation**—Opening greeting followed by a colon

  Example: Dear Ms. Simpson:

- **Body**—Text (message) of the letter in paragraph form
- **Complimentary closing**—Parting phrase followed by a comma

  Example: Sincerely,

- **Writer's identification**—Signer's typewritten name and title
- **Reference initials**—Initials of person typing the letter if different from the person who wrote the letter

Information Sheet

- **Enclosure notation**—Notation indicating that the letter contains additional materials

  Examples: Enclosure; Enc. 2; 2 Enclosures; Check enclosed

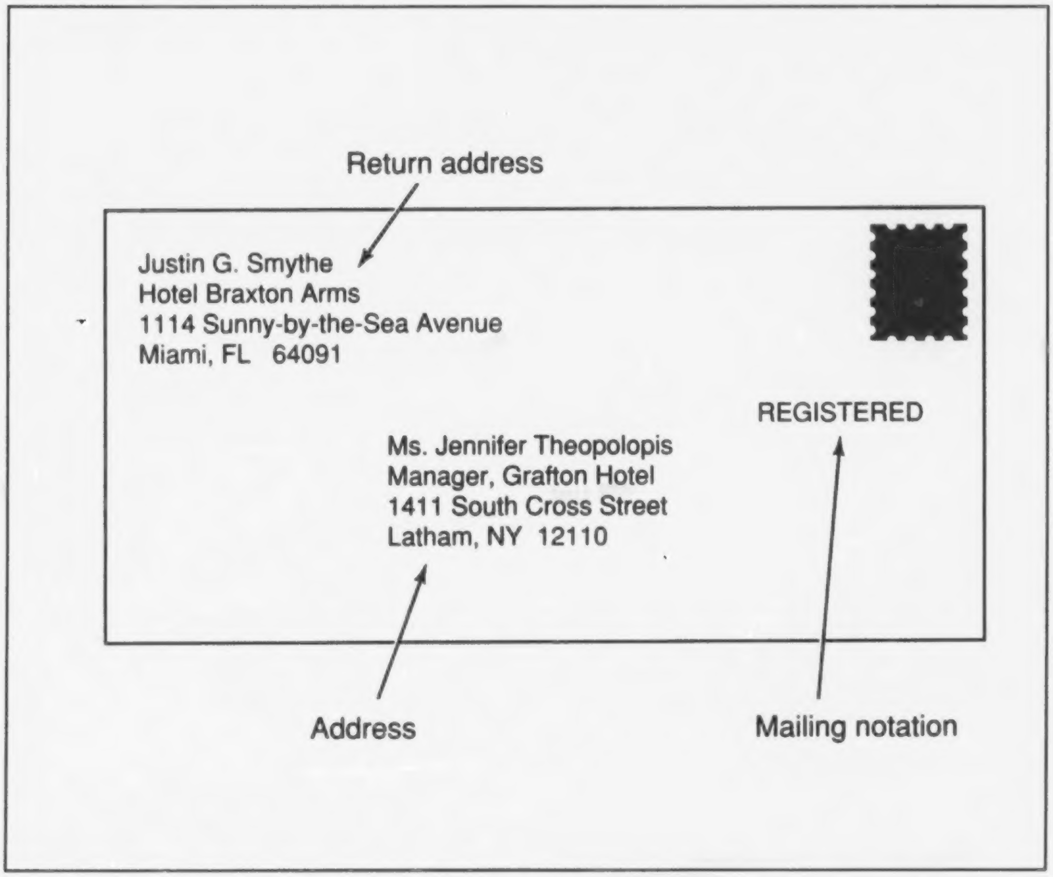
- **Mailing notation**—Notation indicating that the letter is to be sent a special way

  Examples: Special delivery; certified mail; air mail

- **Copy notation**—Notation indicating those people who will receive copies of the letter

15. Parts of a business envelope

Figure 4



Justin G. Smythe
Hotel Braxton Arms
1114 Sunny-by-the-Sea Avenue
Miami, FL 64091

REGISTERED

Ms. Jennifer Theopolopis
Manager, Grafton Hotel
1411 South Cross Street
Latham, NY 12110

Information Sheet

16. **Types of memos and their descriptions**

- **Simple memo**—Four-part heading; very brief message from several lines to less than a page in length; sent to one or several people (see Student Supplement 5)
- **Complex memo**—Four-part heading; message an informal business report a page or more in length; sent to one or several people (see Student Supplement 6)
- **Interoffice memo**—Six- to eight-part heading; message format like a simple or complex memo, depending on its length and complexity; sent to many people, a department, or the staff at large (see Student Supplement 7)

17. **Guidelines for writing and formatting informal business reports** (see Student Supplement 8)

- Leave a 2-inch (12-line) top margin on the first page
- Center the title on the thirteenth line in all-capital letters.
- If there is a subtitle, center it in capital and small letters two lines below the title.
- Type *By* and the writer's name centered in capital and small letters on the second line beneath the title or subtitle.
- Type the date two lines below the writer's name.
- Start the body of the report on the third line below the date.
- Organize the body of the report as for a complex memorandum:
  - — Purpose—A statement to the reader of why you are giving him or her this report and what you want the report to accomplish
  - — Summary—A statement of the main points of the report
  - — Discussion—Specific information about the topic of the report
  - — Call to action—A statement of what the writer will do or what the writer recommends should be done.
- Use 1-inch right, left, and bottom margins.
- Double-space the body, and indent each paragraph five spaces.
- Use subheadings if the report runs more than two pages.

Information Sheet

- Page number subsequent pages in the upper right-hand corner, six lines from the top of the page.

  Note: No page number should appear on the first page of the report. Page numbering begins with "2" on the second page.

18. Disadvantages of a grapevine communications system

Note: The "grapevine" is an informal communications system used by many. It should not be used in place of an official communications system, however, for those reasons listed below.

- Rumors may be treated like official information.
- Incomplete information may be transmitted.
- Personal bias may slant transmitted information.
- Misinformation cannot be clarified or corrected.
- Confidential disclosures cannot be prevented.

19. Types of information likely to be communicated via a grapevine system

- Promotions
- Hirings and firings
- Gossip about personalities or actions of customers, personnel, or management
- Lay-offs, transfers, and shift changes
- Disciplinary actions
- Equipment expenditures
- Accidents and injuries

20. Ways of controlling the development of a grapevine communications system

- Provide an adequate flow of official information to subordinates and co-workers as soon as possible after decisions are made or events occur.

  Note: Official information is usually disseminated through interoffice memos or meetings.

- Involve subordinates and co-workers in changes and decisions that affect them.

Information Sheet

- Share unofficial news by creating or contributing to a house newsletter.

  Examples: Births, holiday activities, garage sales
- Post messages and unofficial news on an employees' bulletin board.
- Refrain from gossiping about other employees, customers, or the management.

21. Guidelines for using the telephone correctly

a. **When answering a call**

- Answer promptly.
- Use a pleasant voice.
- Identify yourself and your business.

  Example: "Hotel Braxton Arms, this is Susan. How may I help you?"
- Speak distinctly into the receiver, which should be held about 1 inch from your mouth.
- Jot down the caller's name immediately and use it often.
- Be friendly and unrushed
  - Ask, "May I ask who is calling, please?" if the caller does not identify himself or herself.
  - When you must leave to get information, ask, "Will you hold, or shall I call you back?"
  - When you place a caller on hold, check back often to assure the caller that he or she has not been forgotten.
  - Courteously resume the call.

    Example: "Mr. Chavez? Thank you for waiting."
- Apologize for errors or delays.
- Use the correct method when leaving the phone unattended
  - Press the hold or mute button to cut out noise.
  - Place the receiver where it will not fall.

Information Sheet

- When transferring a call, tell the caller why the call is being transferred and give the caller the extension number and the name of the party in case the call is disconnected.

  Example: "Let me transfer you to extension 356, Susan Wilson in housekeeping. She will be able to answer your questions."

b. **When placing a call**

- Plan your conversation before calling.
- Let the phone ring 7 to 10 times before hanging up.
- When the phone is answered, state your full name, the name of your business, and the reason for the call.

  Example: "Hello, this is Lisa O'Dell from The Braxton Arms. I'm calling about your conference-room reservation for the 23rd of January.

- State, "This is a long-distance call," if you are calling directly.
- When you have completed the call, thank the other person for his or her assistance and hang up quietly.
- Remember time-zone differences when placing your call.
- Use the business' WATS line if it has one.

  Note: WATS, or Wide Area Telephone Service, is a service the business pays for. If you direct dial, you may be costing the business money.

- Do not use the business phone for personal calls unless you have been given permission to do so.

Work Communication Skills
Unit 7

Student Supplement 1—Guidelines for Giving a Demonstration Talk

The key to giving a demonstration is being prepared. You should gather all needed equipment and materials, order and practice the steps in the procedure so that you can demonstrate them smoothly, and plan what you are going to say. Rehearse your presentation several times before giving it. Follow the guidelines below to prepare and complete the demonstration talk in Assignment Sheet 5, "Give Verbal Directions While Demonstrating a Task."

Guidelines for giving a demonstration talk

1. Gather all needed equipment and materials.

2. Place the equipment and materials within easy reach and in view of the person or persons you are instructing.

3. Speak clearly and with inflection.

4. Relate the steps in the correct order.

5. Know the process you are demonstrating so that you can supply complete information and all technical terms and sequences. Do not stumble over names of parts or the basic operation of the object or task.

6. Show the object, part, or steps being demonstrated to the person(s) you are instructing, holding the object or part up or giving it to the individual for close inspection if necessary.

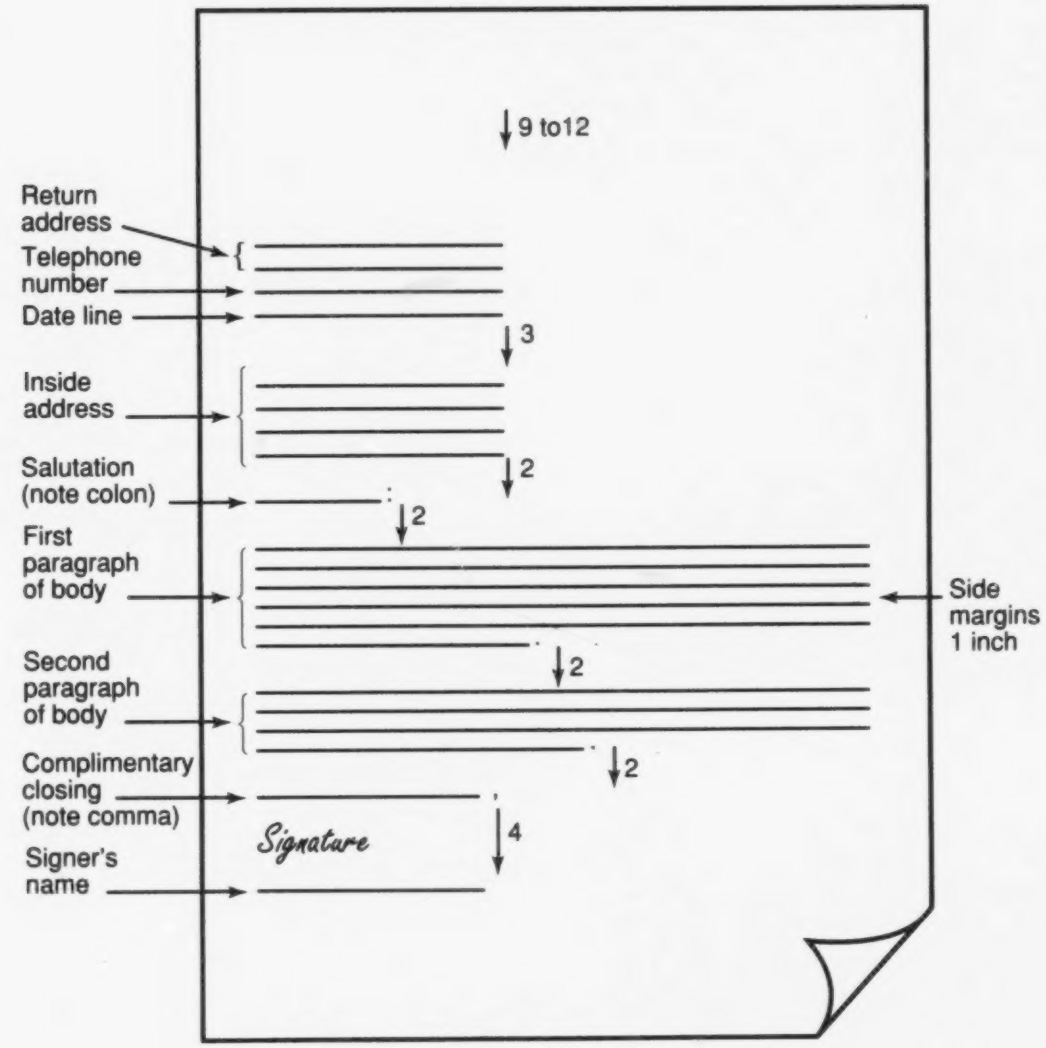
7. Anticipate questions and be prepared to answer them.

8. Rehearse, rehearse, rehearse, even if you think that you know the process well. It is more complex to demonstrate and explain a process than it is to perform it yourself.

Work Communication Skills
Unit 7

Student Supplement 2—Basic Business-Letter Formats

Standard block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Side margins 1 inch
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Second paragraph of body
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Complimentary closing (note comma)
Signature
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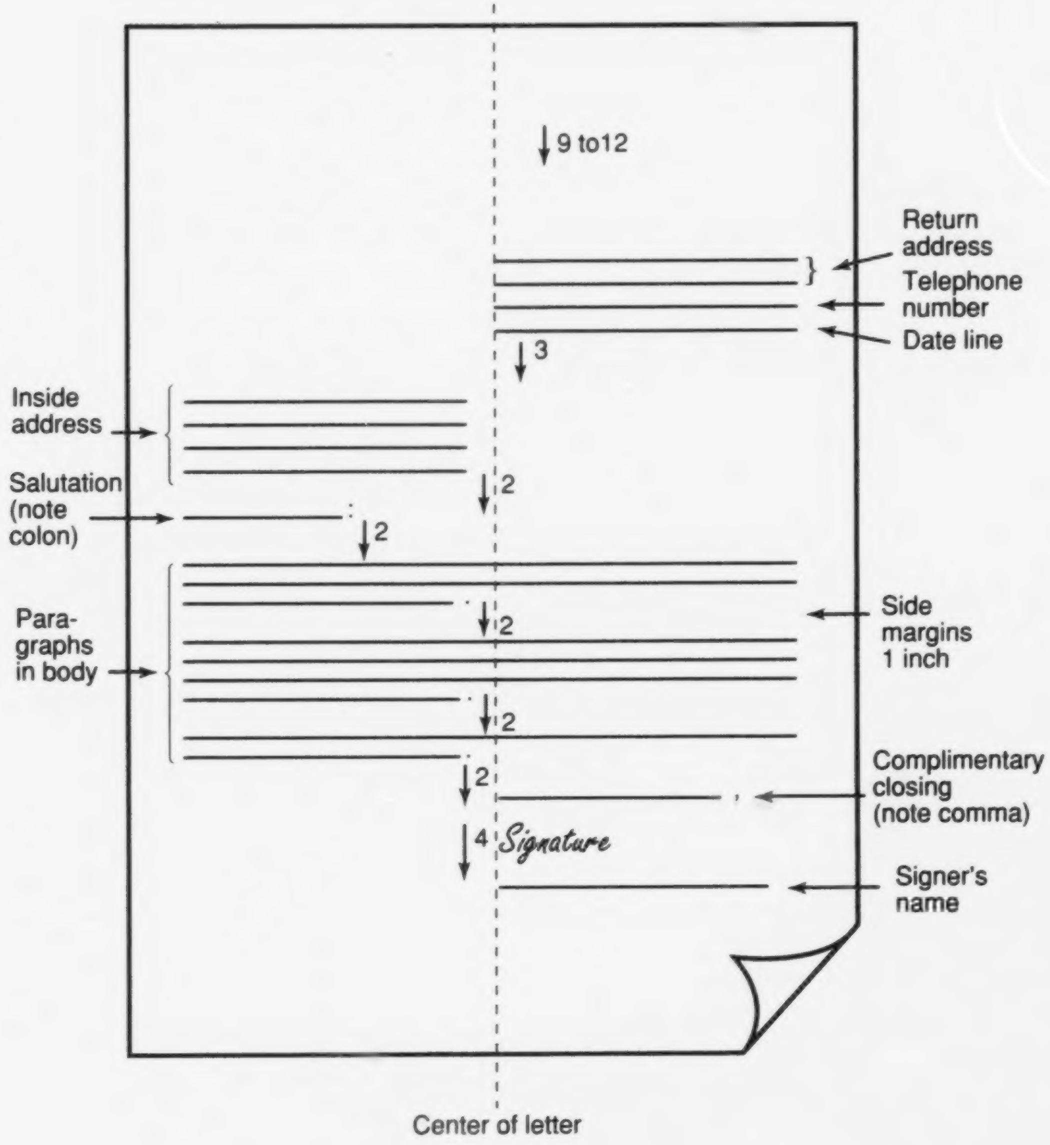
Signer's name

Student Supplement 2

Modified block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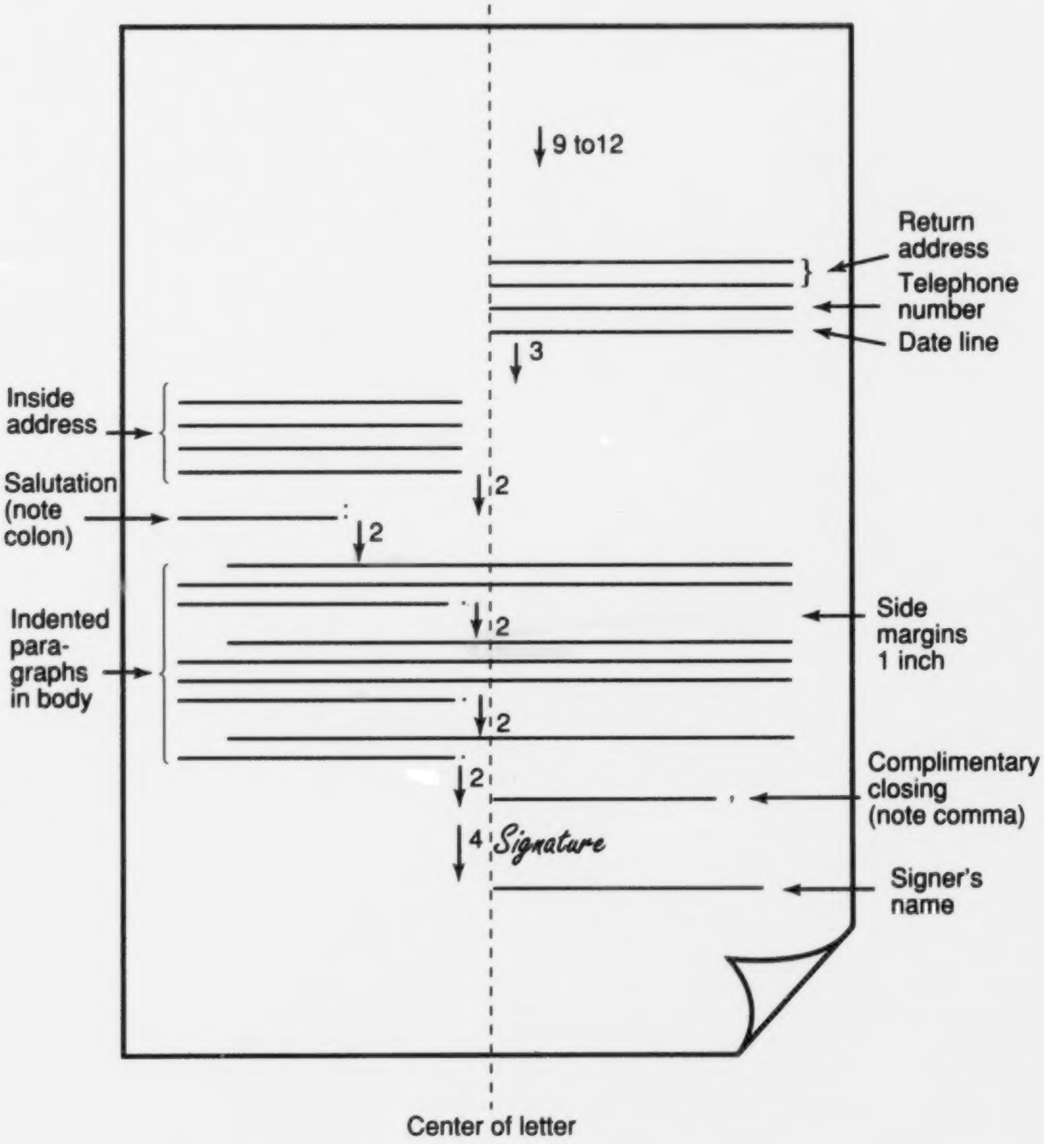
2
2
Complimentary closing (note comma)
4
Signature
Signer's name
Center of letter

Student Supplement 2

Modified block with indented paragraphs


9 to12
Return address
Telephone number
Date line
3
Inside address
Salutation (note colon)
2
2
Indented para-graphs in body
2
2
Side margins 1 inch
2
Complimentary closing (note comma)
4 Signature
Signer's name
Center of letter

Work Communication Skills
Unit 7

Student Supplement 3—Sample Business Letter
(Modified-Block Style)

HOTEL BRAXTON ARMS
1114 Sunny-by-the-Sea Avenue
Miami, Florida 64091
1-800-555-9762

December 17, 199-

Ms. Jennifer Theopolopis
Manager, Grafton Hotel
1411 South Cross Street
Latham, NY 12110

Dear Ms. Theopolopis:

We were pleased to receive your December 5 letter of application for the position of business manager at Braxton Arms, and I am enclosing the application form you requested. Please complete the form and return it—to my attention—at your earliest convenience.

Presently we are interviewing candidates for the position, and would like to set up an interview appointment with you for Thursday, December 27, at 10:00 a.m. Braxton's Assistant Manager, Mr. Alonzo Rex, will be in Albany on that date to conduct the interview in Suite 701 of the Capitol Inn North, 500 Colonial Street.

If you have any questions, or if this date conflicts with your schedule, please contact me at the number above, extension 436, before December 22.

I look forward to hearing from you.

Sincerely,

HOTEL BRAXTON ARMS

Justin G. Smythe

Justin G. Smythe
Personnel Manager

tjs
Enclosure
cc Alonzo Rex

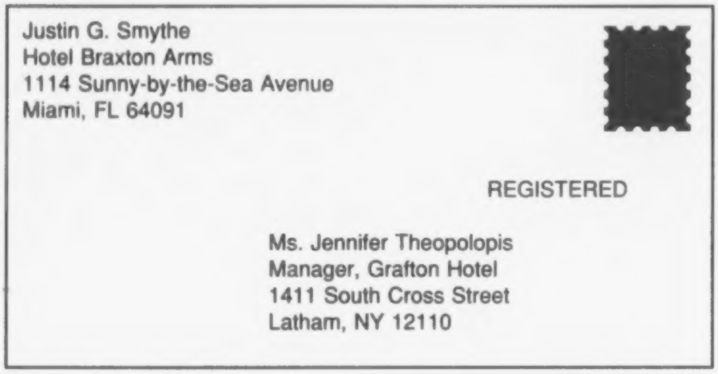
Work Communication Skills
Unit 7

Student Supplement 4—Guidelines for Addressing Business Envelopes and for Folding and Inserting Letters into Envelopes

Guidelines for addressing envelopes

- Type single-spaced.
- Use block format with uniform left margins.
- Position information correctly.

Example: Figure 1



Justin G. Smythe
Hotel Braxton Arms
1114 Sunny-by-the-Sea Avenue
Miami, FL 64091

REGISTERED

Ms. Jennifer Theopolopis
Manager, Grafton Hotel
1411 South Cross Street
Latham, NY 12110

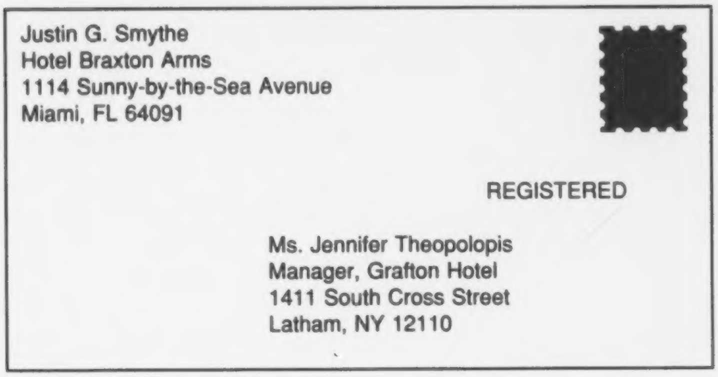
- Capitalize the first letter of every word except for prepositions of less than four letters (*on, to, for, in*), conjunctions (*and, but, or*), and articles (*the, a, an*).
- Punctuate information correctly.

Examples: Comma between city and state; no comma between state and ZIP Code; periods after Mr., Mrs., and Ms.

- Spell out the state or use post-office-approved state abbreviations.
- Avoid using abbreviations for street designations (*Blvd.*, *St.*, *Rd.*, *Ave.*), directions (*N.*, *S.*, *E.*, *W.*), or street numbers (*77th, 72nd, 43rd*).
- The short and long envelopes in Figures 2 and 3 below illustrate the proper placement of the return address, receiver's address, and various notations. Note that the state abbreviation is capitalized and that there is no comma between the state abbreviation and the ZIP Code, which should be typed on the same line. You must make sure that the name and address on the envelope agrees with that shown on the inside address of the letter.

Student Supplement 4

Figure 2: Short envelope

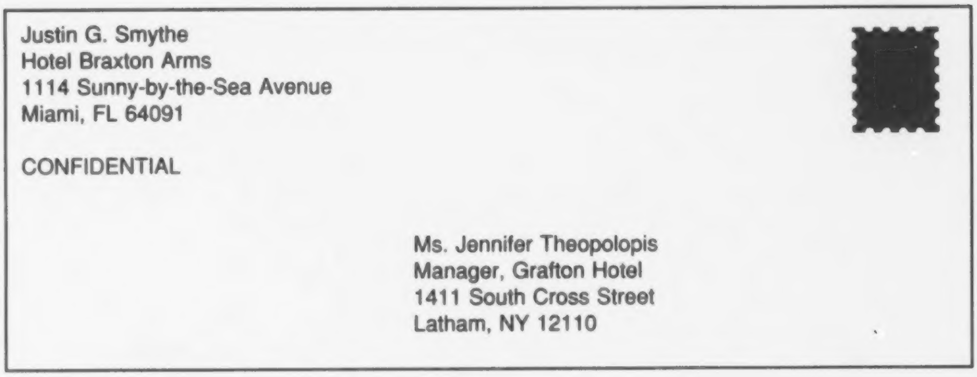


Justin G. Smythe
Hotel Braxton Arms
1114 Sunny-by-the-Sea Avenue
Miami, FL 64091

REGISTERED

Ms. Jennifer Theopolopis
Manager, Grafton Hotel
1411 South Cross Street
Latham, NY 12110

Figure 3: Long envelope



Justin G. Smythe
Hotel Braxton Arms
1114 Sunny-by-the-Sea Avenue
Miami, FL 64091

CONFIDENTIAL

Ms. Jennifer Theopolopis
Manager, Grafton Hotel
1411 South Cross Street
Latham, NY 12110

Student Supplement 4

Guidelines for folding and inserting letters into envelopes

The proper methods of folding business letters and inserting them into long and short envelopes are illustrated in Figures 4 and 5 below.

Figure 4: Long envelope

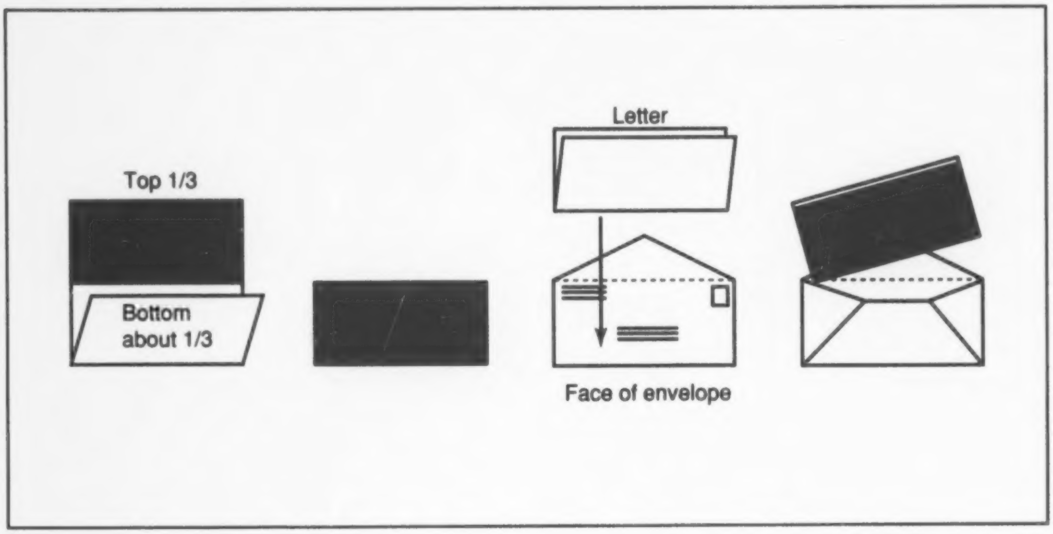
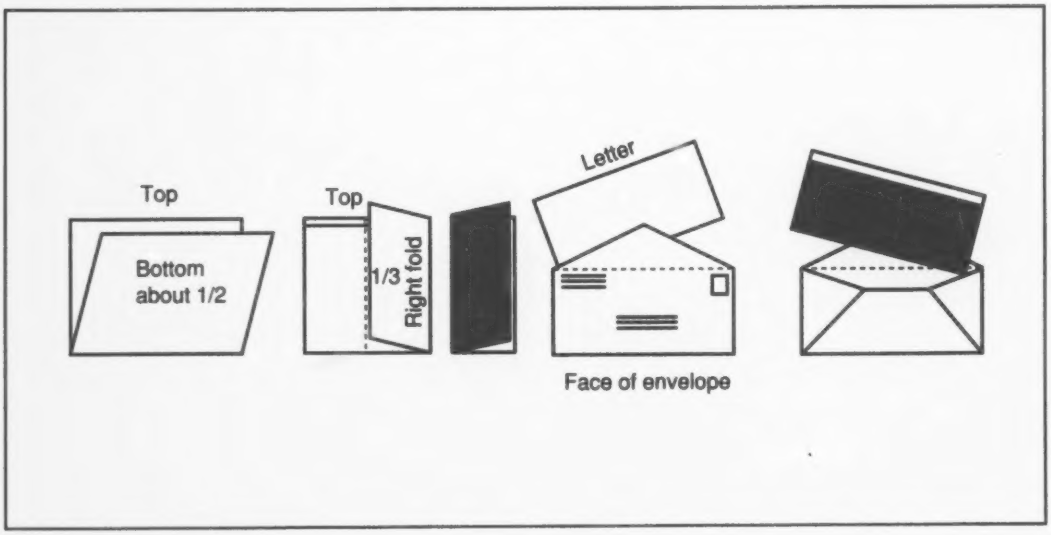

Top 1/3
Bottom about 1/3
Letter
Face of envelope

Figure 5: Short envelope


Top
Bottom about 1/2
Top
1/3
Right fold
Letter
Face of envelope

Work Communication Skills
Unit 7

Student Supplement 5—Sample of a Simple Memorandum

Almost all memos have four elements at the top in addition to the title "MEMORANDUM," and the logo or a brief letterhead of the organization: "Date," To," "From," and "Subject" headings. The average simple memo usually contains a very brief body. A message about new computer forms, for instance, requires only one or two sentences. The following is an example of the format of a simple memo typed by someone other than the sender (SSW).

MEMORANDUM

DATE: January 3, 199-

TO: Ted Swainson

FROM: Michelle Holmquist, Hotel Society Secretary

SUBJECT: Carl Holmes, President AHMA, to speak

Carl Holmes, President of the AHMA, will be speaking to members of the Hotel Society on January 15, 199-. His presentation "Working with Your Chamber of Commerce," will be given in the Redwood Room.

We will start with doughnuts, coffee, and juice from 8:30 a.m. to 9:00 a.m., break for lunch at noon, and finish at 3:00 p.m. Please attend this interesting and informative presentation.

Michelle

MH

SSW

Work Communication Skills
Unit 7

Student Supplement 6—Sample of a Complex Memorandum

Reports that are typed on memo forms and those memos that convey complex technical information or approach one page or longer are made effective when they follow the basic structure of an informal business report. This structure gives you the same sense of direction that a full-scale outline does as you plan the informal report. The body of most complex memos includes the four parts of the informal business report: (1) purpose statement, (2) brief statement of the main point, (3) discussion, and (4) a call for action.

The italicized material in parentheses on the following complex memo is to show you the structure of the content only. It would not appear on the memo.

MEMORANDUM

DATE: January 23, 199-

TO: Jeffrey Willham, Hotel Manager

FROM: Anita Bell, Front-Desk Manager

SUBJECT: Supervisory Workshop

(*Purpose*) I would like to report on the supervisory workshop I attended on December 5, in Chicago. The purpose of the workshop was to introduce new supervisors to skills that would help them in managing personnel and delegating tasks.

(*Summary*) The two-day workshop, sponsored by National AHMA Seminars—a group whose members have trained hotel and motel employees in management techniques for nearly 30 years—was geared for new, first-line supervisors of hotel personnel. It covered many management and supervisory techniques.

(*Discussion*) This particular seminar was the creation of two active AHMA members whose impressive experiences included national and international management techniques. Lively and informative presentations were given on such topics as time-management techniques; methods of dealing with difficult employees; tips for improving employee morale, motivation, and productivity; and methods of delegating work to others. Participants were encouraged to actively involve themselves in the learning process.

(*Action*) This workshop would be an invaluable training aid for others of our supervisory personnel here at Braxton. I would particularly like Diane Westin and Philip Archer of my department to take this workshop. I strongly recommend that we make this workshop available to them by paying half of the $175 registration fee.

Anita

AB

ssw

Work Communication Skills
Unit 7

Student Supplement 7—Sample of an Interoffice Memorandum

Interoffice memos are those sent to a number of people or to the staff at large. While the content is brief and simple, their headings vary from those used in simple and complex memos.

INTEROFFICE MEMORANDUM

TO:	All bell attendants	**FROM:**	John Greene
DEPT:	Front office	**DEPT:**	Business office
FLOOR:		**EXT:**	x534
SUBJECT:	Increase in shuttle rates	**DATE:**	Jan 10, 199-

Due to an increase in gasoline prices, airport shuttle rates will increase from the present $7.00 one-way/$12.00 round-trip to $8.00 one-way/$14.00 round-trip effective January 15, 199-.

New rate chits will be available in the Business Office on January 15 at 6 a.m. Please turn in your old chit booklets at that time and pick up a supply of new booklets.

Please begin now to inform our guests politely of this upcoming rate increase.

John
JG

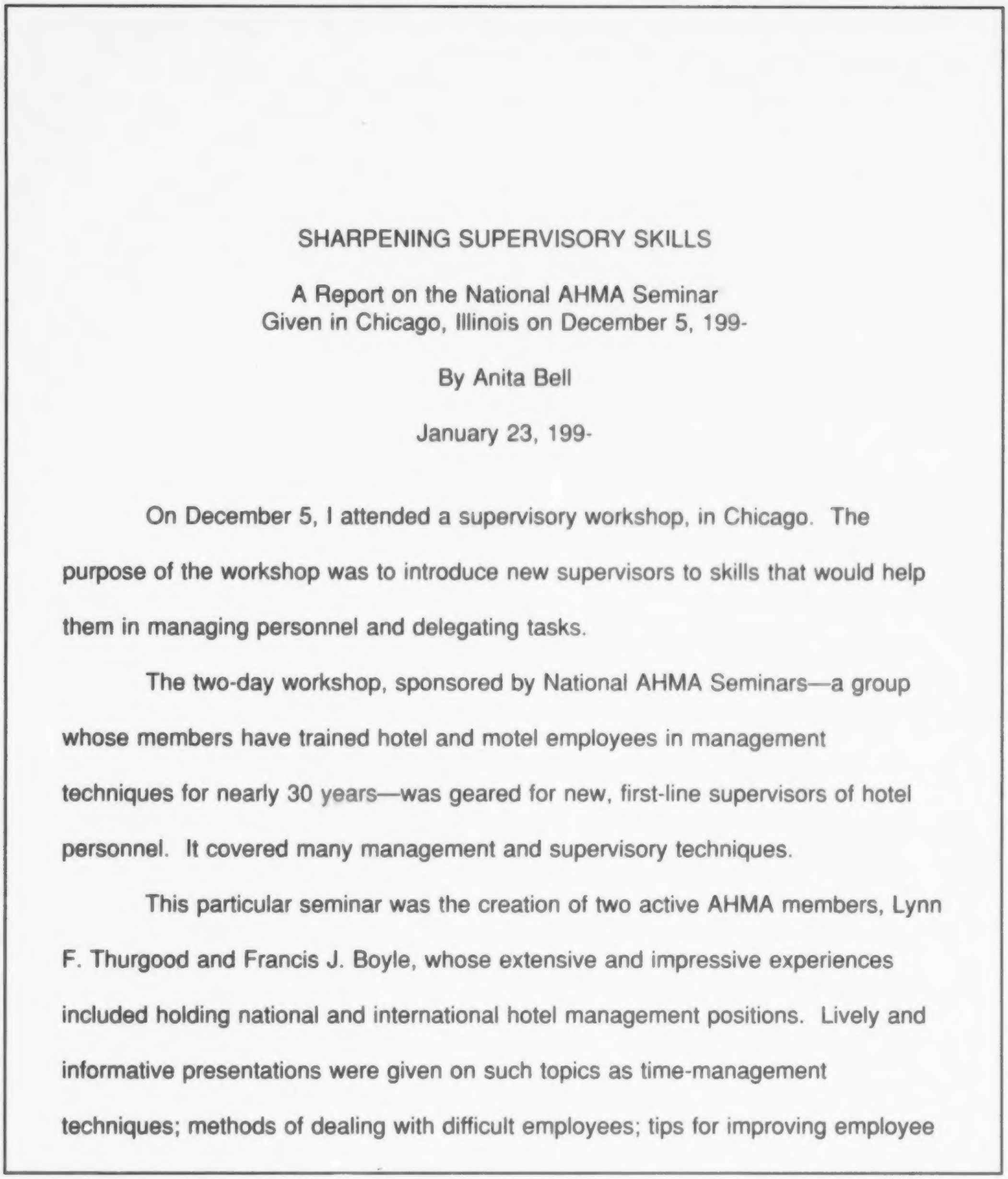
ssw

Distribution

G. Mantolini
S. Waurez
H. Mankiller
H. Johnson

Work Communication Skills
Unit 7

Student Supplement 8—Sample Informal Business Report



SHARPENING SUPERVISORY SKILLS

A Report on the National AHMA Seminar
Given in Chicago, Illinois on December 5, 199-

By Anita Bell

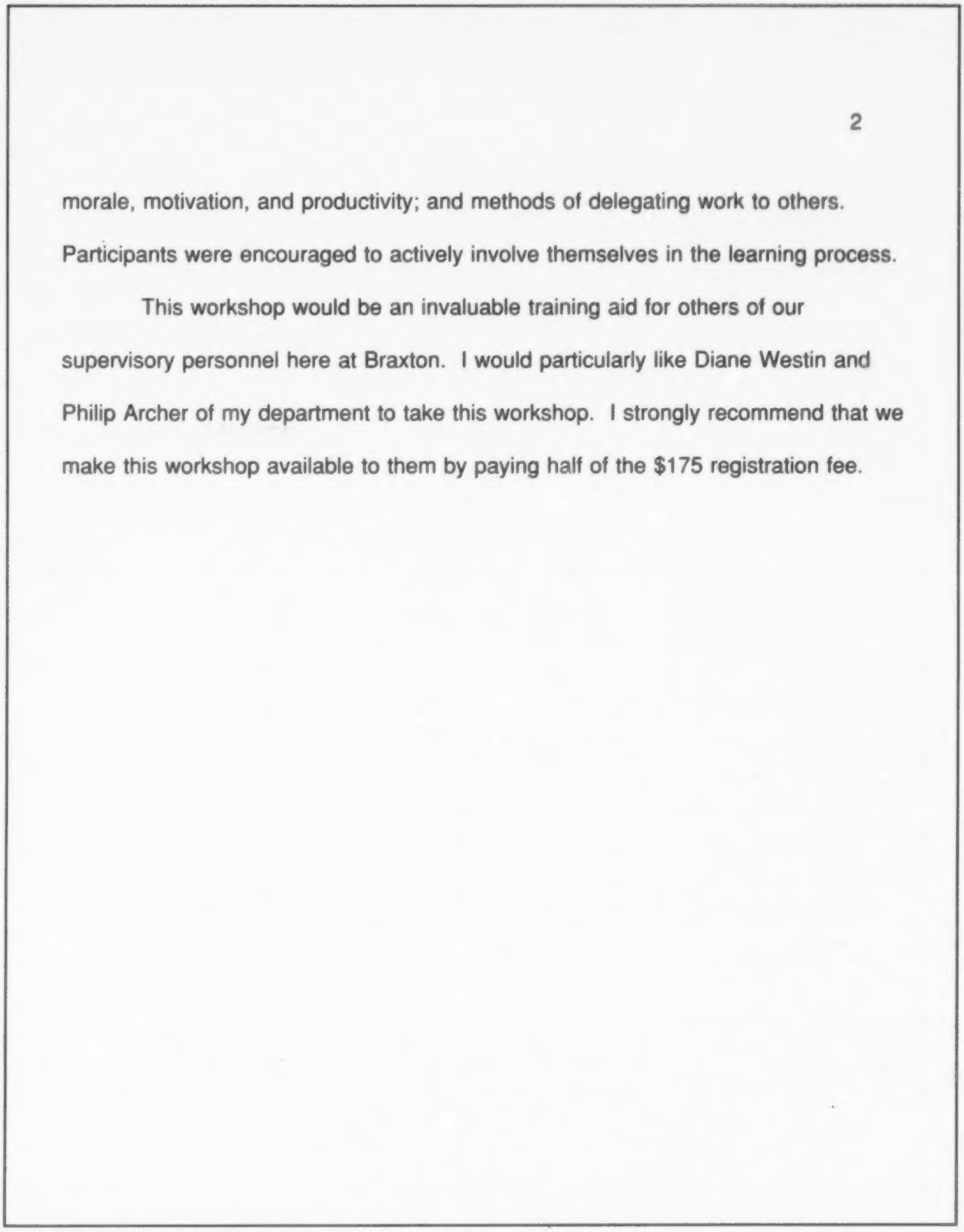
January 23, 199-

On December 5, I attended a supervisory workshop, in Chicago. The purpose of the workshop was to introduce new supervisors to skills that would help them in managing personnel and delegating tasks.

The two-day workshop, sponsored by National AHMA Seminars—a group whose members have trained hotel and motel employees in management techniques for nearly 30 years—was geared for new, first-line supervisors of hotel personnel. It covered many management and supervisory techniques.

This particular seminar was the creation of two active AHMA members, Lynn F. Thurgood and Francis J. Boyle, whose extensive and impressive experiences included holding national and international hotel management positions. Lively and informative presentations were given on such topics as time-management techniques; methods of dealing with difficult employees; tips for improving employee

Student Supplement 8



morale, motivation, and productivity; and methods of delegating work to others. Participants were encouraged to actively involve themselves in the learning process.

This workshop would be an invaluable training aid for others of our supervisory personnel here at Braxton. I would particularly like Diane Westin and Philip Archer of my department to take this workshop. I strongly recommend that we make this workshop available to them by paying half of the $175 registration fee.

Work Communication Skills
Unit 7

Assignment Sheet 1—Interpret and Evaluate Body-Language Communication Skills

Name ______________________________ Overall rating __________

Evaluation criteria	**Rating**
• Directions have been followed.	______
• Interpretations in Part A are complete and relevant.	______
• Evaluations in Part B are complete and relevant.	______

Introduction

Approximately 65 percent of a face-to-face verbal message is communicated with body language. To fully understand someone's meaning requires paying as much attention to the person speaking as to the words being spoken. Voice tones, facial expressions, gestures, and posture communicate as much as the words do.

Exercise

Part A **Interpret body language**

Directions

Review the information presented in Objective 7 of the information sheet. Then, observe the body language in a group of people communicating with each other. You may want to go to a shopping mall, attend a meeting, or simply observe your classmates. List and interpret the body language you observe.

Examples: Wrinkled forehead—puzzlement
Slouched posture—boredom
Voice raised at end of sentence—question

Body language	Meaning
____________________	____________________
____________________	____________________
____________________	____________________
____________________	____________________

Assignment Sheet 1

Body language	Meaning
____________________	____________________
____________________	____________________
____________________	____________________
____________________	____________________
____________________	____________________
____________________	____________________
____________________	____________________
____________________	____________________

Part B **Evaluate nonverbal communication skills**

Directions Answer the following questions to evaluate the nonverbal communication skills you have observed.

1. Did the techniques you observed improve or detract from effective communication? Why or why not?

   ____

   ____

   ____

   ____

2. What nonverbal communication techniques (body language) do you frequently use?

   ____

   ____

   ____

   ____

Assignment Sheet 1

3. In what areas do you need to improve?

4. List specific ways in which you can improve your communication skills by improving your body-language techniques?

Work Communication Skills
Unit 7

Assignment Sheet 2—Identify Your Listening Behaviors

Name ______________________________ Overall rating ____________

Evaluation criteria	**Rating**
• Directions have been followed.	______
• Questions were answered completely.	______
• Evaluation was scored correctly.	______

Introduction

A good listener participates actively and is interested and knowledgeable. Personnel in the service-oriented hospitality and tourism industry especially need to develop their listening skills and be aware of "body language." Providing customers with excellent service should be the primary goal of all hospitality and tourism employees. And, satisfying customers' needs requires that the employee listen actively and be aware of the customers' tone of voice, hand gestures, and other body language.

Most people spend more time listening than they spend on any other communication activity, yet a large percentage of people never learn to listen well. One reason for this is that they develop *poor* listening habits that continue with them throughout life.

One way you can improve your listening skills is to identify your poor listening habits and make an effort to change them.

Exercise

Directions

Review the lists of poor and good listening behaviors in Objectives 8 and 9 of the information sheet. Then answer the following ten questions about your listening habits. Answer honestly by placing a check in the box under "Often," "Sometimes," or "Seldom." Check page 287 for an analysis of your scores.

Assignment Sheet 2

		Often	Sometimes	Seldom
1.	It is said that you think four times faster than the person talking to you. Do you use this excess time to turn your thoughts elsewhere while you keep general track of the conversation?	☐	☐	☐
2.	When someone is speaking, do you listen primarily for the facts rather than the ideas?	☐	☐	☐
3.	Do certain words, phrases, or ideas so prejudice you against the speaker that you cannot listen objectively to what is being said?	☐	☐	☐
4.	When you are puzzled or annoyed by what someone says, do you try to straighten out the matter immediately—either in your own mind or by interrupting the speaker?	☐	☐	☐
5.	If you feel that it would take too much time and effort to understand or undertake something, do you go out of your way to avoid hearing about it?	☐	☐	☐
6.	Do you deliberately turn your thoughts to other subjects when you think that the speaker has nothing interesting to say?	☐	☐	☐
7.	Can you tell by a person's appearance and delivery that he or she will have nothing worthwhile to say?	☐	☐	☐
8.	When someone is talking to you, do you try to make him or her think you are paying attention when you are not?	☐	☐	☐
9.	When you are listening to someone, are you easily distracted by outside sights and sounds or by the speaker's appearance or dress?	☐	☐	☐
10.	If you want to remember what someone is saying, do you try to repeat key points and phrases under your breath or in your head as the speaker goes along?	☐	☐	☐

Assignment Sheet 2

Score analysis

If you scored 7 or more in the "Seldom" column, you are generally an excellent listener. Work on those three or so that you scored "often" or "sometimes."

If you scored 7 or more in the "Sometimes" column, you are generally a good listener but need to practice your listening skills more consistently for improvement.

If you scored 4 or more in the "often" column, you have poor listening habits. Look at the questions you checked "often." What poor listening habits do they describe? The first step to good listening is to recognize your poor listening habits. Then you must work to improve your listening skills.

Work Communication Skills
Unit 7

Assignment Sheet 3—Follow Verbal Directions

Name ______________________________ Overall rating __________

Evaluation criteria	Rating
• Did not talk during the exercise.	______
• Followed directions.	______
• Answered a minimum of 7 of 10 questions correctly.	______

Introduction

This assignment is designed to determine how well you listen and follow verbal directions. Some of the questions your instructor will read are nonsense, but they are a good test of your listening ability.

Exercise

Directions

Your instructor will read a list of ten items. He or she will read each item but the last only once, pausing briefly for you to follow directions. The last question will be read through once, and then reread a sentence at a time.

Listen carefully, and then write the requested information after the appropriate numbers below, and follow the directions as they are read. You should not talk to your classmates or ask questions during this assignment.

1.

2.

3.

4.

5.

Assignment Sheet 3

6.

7.

8.

9.

10.

Work Communication Skills
Unit 7

Assignment Sheet 4—Follow Written Directions

Name ______________________________ Overall rating __________

Evaluation criteria	Rating
• Did not talk during the exercise.	______
• Followed directions.	______
• Completed assignment within five-minute time period.	______

Introduction

Following instructions properly can save you frustration, time, and money—both on and off the job. In many cases, following directions also protects you from the hazards of performing a task or job in an unsafe manner. This assignment is designed to determine how well you read and follow written directions.

Exercise

Directions

Your instructor will give you five minutes to complete the following assignment. Do not begin until your instructor tells you to do so. Then follow the directions below. Write your answers on a separate sheet of paper.

1. Write your name in the upper left-hand corner of the assignment sheet.

2. Read all directions.

3. Number a separate sheet of notebook paper from 1 to 10, leaving three blank lines between each number.

Assignment Sheet 4

4. Draw five small triangles beside the number 1 on your answer paper.

5. Put an "X" in each triangle beside number 1.

6. Draw a circle around the number 2 on your assignment sheet.

7. Count the number of pages in Chapter 3 of any book you have with you now, and write the total beside number 3 on your answer sheet.

8. Multiply your answer by your age at your next birthday.

9. Write the name of one U.S. president beside answer sheet number 9.

10. Beside number 4, write today's date.

11. Beside number 5, print the city and state you were born in.

Assignment Sheet 4

12. Count the number of persons in the room and write the answer beside number 6 on your answer sheet.

13. Say aloud, "I have reached number 13, and I am following directions."

14. Now that you have completed the reading, omit all directions except the first two.

Work Communication Skills
Unit 7

Assignment Sheet 5—Give Verbal Directions While Demonstrating a Task

Name ______________________________ Overall rating __________

Evaluation criteria	**Rating**
• All needed equipment and materials were at hand.	______
• Positioned self so that audience could see demonstration.	______
• Spoke clearly and with inflection.	______
• Knew the object or process well and could supply all needed terms or sequences.	______
• Could answer all questions asked by the learner.	______
• Presentation was well prepared and smooth.	______

Introduction

As an employee in the hospitality and tourism industry, you will often have to give verbal directions while demonstrating a procedure or task. Employees are often asked to show new co-workers how to perform their job tasks, and supervisors must train new employees on the equipment and machinery used in the industry.

Giving verbal directions while demonstrating a process is a skill that requires both planning and logic. If you have ever tried to show someone how to mop a floor, use a calculator, use a computer, take a reservation, or even perform something as simple as holding chop sticks, you know how difficult it is to explain and demonstrate even those simple processes that come effortlessly to you.

Exercise

Directions

Choose from the list on the following page a process that you know well, or choose another process with your instructor's permission. Use Student Supplement 1, "Guidelines for Giving a Demonstration Talk," to assist you in preparing your demonstration talk, and then present your explanation/demonstration to the class or selected class member(s) on a date scheduled by your instructor.

Assignment Sheet 5

How to—

- Operate a business telephone (placing callers on hold, transferring callers, dialing "inside" and "outside" numbers, using the WATS line, and so on)
- Use a business copier to make single- and double-sided pages, enlarge and reduce images, position paper on glass
- Load paper and toner, or correct a paper jam in a business copier
- Alphabetize and file a series of invoices
- Use a calculator
- Make a bed
- Mop a floor
- Fold and use a dusting cloth
- Pick up and carry several pieces of "guest" luggage without straining back
- Assist a "guest" into an automobile
- Push a wheelchair into an elevator or up to a table (backing into elevator, releasing and setting brake, cautioning about bumps and jarring)
- Use a computer for a specific task (inputting information on a form, moving text, creating columns, and so forth)
- Set up a cash drawer, or make a credit-card transaction
- Use a Fax machine

Work Communication Skills
Unit 7

Assignment Sheet 6—Write and Format a Business Letter

Name ______________________ Overall rating ____________

Evaluation criteria	**Rating**
• Letter was formatted correctly.	_____
• Letter was written in a courteous tone.	_____
• Letter was grammatically and mechanically correct.	_____
• Letter contained no misspellings.	_____

Introduction

Letters are an important part of business communications. They are often considered legal records (as are memos, reports, office logbooks, and other materials). It is important that business letters always be clear, concise, and to the point. They must supply the reader with all of the information he or she will need. To be effective, a business letter must be formatted properly and have a courteous tone.

Exercise

Directions

Following are two scenarios. Choose one of them and write an appropriate business letter. Refer to Objectives 14 and 15 in the information sheet, and to Student Supplements 2 and 3 for guidelines. Choose block, modified-block, or modified-block with paragraph indentions for your format. Start a rough draft on the back of this page, and then type your final draft or input it on a computer. Hand the finished letter to your instructor for evaluation.

Remember: It is essential that the recipient's name be spelled correctly.

Scenarios

- Your name is Evelyn Efficient, and you work at the front desk of the Union Central Hotel. The address is 691 North McElroy Street, Philadelphia, PA 12345. Write a letter to Dr. Richard Fortenberry, Department of International Affairs, Laurels University, Abington, AZ 54321. Tell Dr. Fortenberry that the luggage he left behind was mailed UPS insured on March 3, 199- (one month ago and the same date as his checkout from the hotel). Provide Dr. Fortenberry with the insurance number, and inform him that the luggage must have been lost in transit. Assure Dr. Fortenberry that you are doing everything possible to locate the luggage (provide examples of steps you have taken). Apologize for any inconvenience this delay has caused.

- You (use your own name and address or make up one) are planning a trip with your spouse and two young children to a city somewhere in the United States. Write a letter to the city's Chamber of Commerce inquiring about accommodations and activities in the area. Find out the name and title of the person to receive the letter, as well as the correct mailing address. Include any pertinent interests you and your family have.

Work Communication Skills
Unit 7

Assignment Sheet 7—Address Long and Short Business Envelopes and Fold and Insert Letters

Name ______________________________ Overall rating ____________

Evaluation criteria	**Rating**
• Envelopes are in correct format.	______
• Addresses were grammatically and mechanically correct.	______
• Addresses contained no misspellings.	______
• Addresses matched letter's inside address.	______
• Letters were correctly folded.	______
• Letters were correctly inserted into envelopes.	______

Introduction

Each year, hundreds of improperly addressed letters become lost in the mail or end up in the post office's dead-letter office. Envelopes should be addressed with the same care and attention to detail that goes into writing a business letter. It does no good to write a properly formatted, courteous business letter if the letter does not reach the receiver because the envelope has been improperly addressed.

There are established methods for folding letters to fit in both long and short envelopes. If properly folded and inserted in an envelope, the letter can be removed from the envelope by the receiver and unfolded to immediately reveal the first page of the letter.

Exercise

Part A **Accurately address long and short envelopes**

Directions

Your instructor will supply you with one short and one long envelope. Using a typewriter and the letter you wrote for Assignment Sheet 6, properly address both envelopes, and then hand them to your instructor for evaluation.

Review Objective 15 in the information sheet, and use the examples in Student Supplement 4 to assist you in completing this assignment.

Assignment Sheet 7

Part B **Fold letters and insert in long and short envelopes**

Directions Write the word "Letterhead" on the tops of two sheets of plain paper. Referring to the illustrations in Student Supplement 4, fold and insert one sheet of "letterhead" properly into a long envelope. Fold and insert the second piece of "letterhead" properly into a short envelope. Hand the envelopes to your instructor for evaluation.

Work Communication Skills
Unit 7

Assignment Sheet 8—Write and Format a Simple Memorandum

Name ______________________________ Overall rating ____________

Evaluation criteria	Rating
• Memo was single-spaced.	______
• Memo headings and format were correct.	______
• Memo was initialed.	______
• Memo contained no misspellings.	______

Introduction

Although a memorandum is much shorter than a business letter, it is just as important that a memo be written as properly as the letter.

Exercise

Directions

Review Objective 16 in the information sheet. Then select one of the scenarios below and type a simple memorandum (you may use interoffice headings if you like) on a separate sheet of paper. Make up names, and add any reasonable details. Use the sample memos in Student Supplements 5 through 7 for reference and format guidelines. Hand your completed memo to your instructor for evaluation.

Scenarios

- You supervise the part-time sales help in the hotel gift shop. Lately one of your employees, a high-school student, has been arriving 10 or 15 minutes late for work. This inconveniences the person he or she is to relieve. You have orally reprimanded the employee twice.

  Write a memo to this person telling why he or she must arrive on time, and outlining the consequences of not correcting this behavior.

- You manage the dining-room personnel in a large hotel. Lately you have noticed that several workers have been spending an undue amount of time visiting and stepping outside for cigarette breaks during slack periods. Hotel policy requires dining-room personnel to be available at all

Assignment Sheet 8

times during their shifts. Your policy requires workers to perform routine duties such as filling salt and pepper shakers and napkin dispensers during slack periods.

Write a memo to these employees telling them of your observations, outlining the hotel and your managerial policies, and listing the consequences of continuing such behavior.

Work Communication Skills
Unit 7

Assignment Sheet 9—Write and Format an Informal Business Report

Name ______________________________ Overall rating __________

Evaluation criteria	**Rating**
• Report was double-spaced.	______
• Report followed correct format.	______
• Information in body was presented in correct order.	______
• Pages were properly numbered.	______
• Content was grammatically and mechanically correct.	______
• Report contained no misspellings.	______

Introduction

Although a business report is more complex than a business letter, it is equally important that you be able to write a proper report. In the workplace, you will often be called on to supply such reports to mid- and upper-management.

Exercise

Directions

Review the material in Objective 17 of the information sheet, and the example business report in Student Supplement 8. Then write a simple informal business report based on the information in the scenario below. Type your report, and hand it to your instructor for evaluation.

Scenario

- You are an employee of Phillips' Travel Agency. The agency manager has asked you to evaluate the service and accommodations at the Hotel St. Martins. You check into Hotel St. Martins, and spend two evenings there. You observe the following:

  — Personnel at the front desk are very courteous and helpful in checking you in and out. They provide you with a room that overlooks the swimming pool, tell you of the facilities and events available in the hotel, and see to it that your luggage is taken to your room.

Assignment Sheet 9

— Your room is clean, but smells stale. The bathroom is spacious and immaculate. The room's heating/air-conditioning unit is hard to adjust and makes a great deal of noise. You find a single straw flower and a small box of chocolates on your pillow and your bed turned down each evening.

— Your bed is firm but its mattress is covered with a plastic case that causes the bottom sheet to slide off the bed before morning.

— The dining room is small, noisy, and very dimly lit, but the food is served promptly, the portions are large, and the food is tasty and well cooked. Seating in the dining room is fairly uncomfortable as the dining chairs are on wheels and tend to slide away from the tables. Servers are pleasant, prompt, and helpful. There are many selections on the menu, but the prices are higher than average.

— From your observations, you gather that the other guests are happy with their accommodations and that the hotel is nearly fully booked. You particularly like the clean bathrooms and the flower and chocolates on your bed.

Business Equipment and Procedures
Unit 8

Objective Sheet

Unit objective

After completing this unit, the student should be able to use standard business equipment and procedures. The student will demonstrate these competencies by completing the assignment sheets and job sheet and by scoring a minimum of 85 percent on the written test.

Specific objectives

After completing this unit, this student should be able to

1. Match to their correct definitions terms associated with business equipment and procedures.
2. List hospitality and tourism computer applications.
3. Distinguish among descriptions of types of credit cards.
4. Label types of credit-card service forms.
5. Label the parts of a credit card.
6. Match types of business-mail services to their correct definitions.
7. List similarities between features of a facsimile machine and those of a telephone, a personal computer, and a copy machine.
8. Match terms associated with a ten-key electronic calculator to their correct definitions.
9. Match ten-key electronic-calculator operational keys to their correct functions.
10. Label the standard parts of a copy machine.
11. Complete statements about basic guidelines for copy-machine use.
12. List basic guidelines for two-way-radio etiquette.
13. Handle specific credit-card situations. (Assignment Sheet 1)
14. Select correct business-mail service for processing outgoing mail. (Assignment Sheet 2)

Objective Sheet

15. Compute math problems using a ten-key electronic calculator. (Assignment Sheet 3)
16. Analyze and correct two-way-radio transmissions. (Assignment Sheet 4)
17. Process a credit-card sale. (Job Sheet 1)

Business Equipment and Procedures
Unit 8

Suggested Activities

Instructional plan

Preparation

- Review unit and plan presentation. Study the specific objectives to determine the order in which you will present the objectives.

  Review the unit introduction and teaching suggestions included in the delivery and application section below and plan classroom activities. Also note suggestions for supplemental materials.

  Plan presentation to take advantage of student learning styles and to accommodate special-needs students.

- Obtain materials to supplement instruction of this unit. See ordering information in the suggested resources section.

- Select teacher components (written test, unit evaluation form) you want to distribute to your students. Copy and prepare these components for distribution.

- Prepare the classroom by putting up posters and charts and displaying manufacturer's instruction manuals, magazine articles, and other references related to the objectives of this unit.

Delivery and application

Unit introduction

The skill areas appearing in bold-face type in the unit introduction and teaching suggestions refer to the academic and workplace skills identified by the American Society of Training and Development (ASTD) and the U.S. Department of Labor. These have been adapted by MAVCC.

- Provide students with objective sheet. Discuss unit and specific objectives.

- Explain to students that in this unit they will learn about the business machines and procedures typically used in hospitality and travel-related businesses. Emphasize to students the importance of their listening, taking notes, and reading the manufacturer's instruction manual to learn the safe operation of the business equipment they will be using on the job. Show the video *Say That One More Time*. Have students take notes on the main points presented in the video, and then conduct a class discussion in which you record these points on the chalkboard. **(Listening for content; writing; orally communicating a fact or idea)**

Teaching suggestions

Objective 1 Match to their correct definitions terms associated with business equipment and procedures.

- Read and discuss with students the terms and definitions presented in this section of the information sheet. Emphasize the definition of the term *interface*. **(Listening for content; applying technical terms)**

Objective 2 List hospitality and tourism computer applications.

- Show the video *Computers: Where They Come From and How They Work*. Have students take notes on the main points presented in the video, and then conduct a class discussion in which you record these points on the chalkboard. **(Listening for content; writing; orally communicating a fact or idea)**
- Read and discuss with students the general listing of computer applications presented in this section of the information sheet, and read with students the examples listed under the "customer-operated computer interfaces" heading. Then have students provide specific examples for each of the other headings presented. **(Listening for content; creative thinking; orally communicating a fact or idea)**
- Have one or several computer sales representatives come to the classroom (or take the class to the sales establishment) and have the sales rep demonstrate hospitality and travel-related computer applications. **(Listening for content; applying technical terms; adapting to the organization's traditional modes of operation)**

Suggested Activities

Objective 3 Distinguish among descriptions of types of credit cards. **Objective 4** Label types of credit-card service forms. **Objective 5** Label the parts of a credit card.

- Discuss with students the importance credit has played in the growth of the travel and hospitality industry. Emphasize to students the percentage of the hospitality and travel business that is done by credit, and then stress the importance of employees being able to accurately process credit-card transactions. **(Listening for content; adapting to the organization's traditional modes of operation)**

- Show students examples of the types of cards and forms presented in Objectives 3 and 4, and using actual cards, show the parts of a credit card, which are illustrated in the information sheet. Allow students to examine these samples. **(Listening for content; applying technical terms)**

- Hand out Student Supplement 1, "Guidelines for Completing Credit-Card Sales Transactions," and read and discuss with students the information presented in the supplement. **(Reading/listening for content)**

- Hand out Assignment Sheet 1, "Handle Specific Credit-Card Situations," and read with students the introduction and directions to the assignment. Answer any student questions, and then have students complete Assignment Sheet 1. **(Reading/listening for direction)**

- Demonstrate to students the correct procedure for using an imprinter to imprint sales drafts, and then hand out Job Sheet 1, "Process a Credit-Card Sale." Read with students the introduction to the job sheet and discuss the job-sheet procedures. Answer any student questions, and have students complete Job Sheet 1. **(Listening for content; applying technical terms; adapting to the organization's traditional modes of operation)**

- Divide students into teams of two and have each team select one of the scenarios in Assignment Sheet 1 to use as a basis of a script for a role-play. Have students present their role-plays to the class. Have class members critique each role-play. Critiques should be based on the information presented in Student Supplement 1 as well as on the criteria in Job Sheet 1. **(Using imagination to create something new; orally communicating a thought or idea; working together in a group to reach a common goal)**

Suggested Activities

Objective 6 Match types of business-mail services to their correct definitions.

- Review with students the definitions of the various mail services presented in the information sheet. Then hand out and discuss with students brochures and other informational material available from the various mail services discussed in the information sheet. **(Listening for content; applying technical terms; learning to learn)**
- Check with your local post office and see whether or not they have a person on staff who gives presentations on the types of services available through the U.S. Postal Service. If that service is available in your community or area, arrange for this person to make a presentation to your class. **(Listening for content)**
- Hand out Assignment Sheet 2, "Select Correct Business-Mail Service for Processing Outgoing Mail." Read with students and discuss the introduction to the assignment sheet and the directions to the exercise. Answer all student questions and have students complete Assignment Sheet 2. **(Reading/listening for directions)**

Objective 7 List similarities between features of a facsimile machine and those of a telephone, a personal computer, and a copy machine.

- Read with students and discuss the features of a fax machine, which are presented in this section of the information sheet. Have a fax machine available to illustrate these features. Show students the manufacturer's instructions to the machine and describe the topics presented in the instructions. Point out those topic areas dealing with troubleshooting operational problems. **(Reading/listening for content; learning to learn)**
- Demonstrate to students the correct procedures for using a fax machine; have students take notes during the demonstration and ask questions following the demonstration. Provide students with materials to fax to a pre-determined number (perhaps another fax number within the school). **(Listening for content/direction; learning to learn; writing)**

Suggested Activities

Objective 8 Match terms associated with a ten-key electronic calculator to their correct definitions. **Objective 9** Match ten-key electronic-calculator operational keys to their correct functions.

- Read with students and discuss the information presented in Objectives 8 and 9 of the information sheet. Use an actual ten-key electronic calculator to illustrate your discussion. **(Reading/listening for content)**
- Show students the manufacturer's instructions that accompany the calculator, and discuss the topics presented in the instructions—especially those topics dealing with troubleshooting operational problems of the machine. **(Listening for content; learning to learn)**
- Demonstrate to students the correct procedures for using a ten-key electronic calculator; have students take notes during the demonstration and ask questions following the demonstration. Allow students access to ten-key calculators so that they can practice the techniques you have demonstrated. **(Listening for content/direction; learning to learn; writing)**
- Hand out Assignment Sheet 3, "Compute Math Problems Using a Ten-Key Electronic Calculator." Read with students the introduction and directions to the assignment. Answer any student questions and have students complete Assignment Sheet 3.

Objective 10 Label the standard parts of a copy machine. **Objective 11** Complete statements about basic guidelines for copy-machine use.

- Read with students and discuss the standard parts of a copy machine and the basic guidelines for copy-machine use, which are presented in these two sections of the information sheet. Have a copy machine available to illustrate your discussion. **(Reading/listening for content)**
- Show students the manufacturer's instructions to the copy machine and describe the topics presented in the instructions—especially the parts of the manual dealing with troubleshooting operational problems of the machine. **(Reading/listening for content; learning to learn)**

Suggested Activities

- Demonstrate to students the correct procedures for using a copy machine; have students take notes during the demonstration and ask questions following the demonstration. Provide students with materials to copy that would require several different types of operations, such as reducing, enlarging, duplexing, etc. **(Listening for content/ direction; learning to learn; writing)**

Objective 12 List basic guidelines for two-way-radio etiquette.

- Read and discuss with students the information presented in this section of the information sheet. Emphasize the need for "etiquette" because of the government licensing requirements necessary for use of two-way radios. **(Listening for content; adapting to the organization's traditional modes of operation)**

- Hand out and discuss the introduction and directions to Assignment Sheet 4, "Analyze and Correct Two-Way-Radio Transmissions." Answer any student questions and then have students complete Assignment Sheet 4.

- When students have finished the assignment, discuss in class student corrections for each transmission, and allow students to again correct their transmissions as necessary. Then divide students into groups of two and have them select one transmission for which to develop a transmission script, which will be used for an actual transmission. **(Problem solving; creative thinking; working in a team)**

- Have a representative of a radio manufacturer come to the class and demonstrate two-way-radio use and etiquette. Have students take notes during the demonstration and ask questions. Then allow students to practice using the two-way radios by transmitting their "transmission scripts." Have the manufacturer's representative evaluate student transmissions. **(Learning to learn; working together in a team)**

Evaluation

- Evaluate assignment sheets. See the evaluation criteria listed at the top of each assignment sheet as well as the component Answers to Assignment Sheets.

Suggested Activities

- Evaluate the job sheet.

  When the student is ready to perform a specific task, obtain a copy of the job sheet, which may be found in either the teacher edition or student edition. Then observe the student performing the procedure.

  Process evaluation—Place a mark in the box to the left of each designated checkpoint if the student has satisfactorily achieved the step(s) for each checkpoint area. If the student is unable to correctly complete the procedure, have the student review the materials and try again.

  Product evaluation—Once the student has satisfactorily completed the procedure, rate the student product (outcome) using the criteria provided as part of the job sheet. If the student's product is unacceptable, have the student review the materials and submit another product for evaluation.

  Sample performance evaluation keys have been provided below. Many other keys are available. Select one rating (grading scale) that best fits your program needs.

  Option A

  4 — Skilled—Can perform job with no additional training.
  3 — Moderately skilled—Has performed job during training program; limited additional training may be required.
  2 — Limited skill—Has performed job during training program; additional training is required to develop skill.
  1 — Unskilled—Is familiar with process, but is unable to perform job.

  Option B

  Yes—Can perform job with no additional training.

  No—Is unable to perform job satisfactorily.

- Give and evaluate written test. See the component Answers to Written Test.

Suggested Activities

- Compile written-test, assignment-sheet, and job-sheet scores on Unit Evaluation Form.
- Reteach and retest as required.

Suggested resources

Resources used in developing this unit

Print media

- Burrow, Elaine. *Office Machines*, 1st ed., 3rd printing. Commerce, Texas: East Texas State University Occupational Curriculum Laboratory/Texas Education Agency of Occupational Education and Technology, Secondary and Higher Education/East Texas State University, 1981.
- *Creative Solutions for Your Business Needs: Third Class Mail Preparation.* Washington: United States Postal Service, 1989.
- Kasavana, Michael L., and Richard M. Brooks. *Managing Front Office Operations*, 3rd ed. East Lansing, Michigan: Educational Institute of the American Hotel and Motel Association, 1991.
- *MITA DC-7090™ Copying Guide.*
- *Olivetti FX 2000/2100 Facsimile Terminal Operator Manual.*
- *Radius p10™ Portable Radios.* Schaumburg, Illinois: Motorola, Inc., Radius Products Division, 1988.
- *Radius p200™ Portable Radios.* Schaumburg, Illinois: Motorola, Inc., Radius Products Division, 1988.

Suggested supplemental resources

Resources used for student references

Print media

- Operator's manuals for the fax and copy machines available for your teaching demonstrations and student practice.

Suggested Activities

Nonprint media

Note: The videotapes below are in color on ½-inch VHS format. They are available to Oklahoma teachers from the Oklahoma Department of Vocational and Technical Education, 1500 West Seventh Avenue, Stillwater, Oklahoma 74074-4364. All other teachers must order the videos from the addresses listed with each title.

- *Computers: Where They Come From and How They Work.* 9 minutes, produced by Disney Educational Productions, copyright 1989, Coronet Films, 65 E. South Water Street, Chicago, Illinois 60601; phone 800-621-2131.

  From sticks to stones to microchips, humans have been developing calculating strategies for thousands of years. This video uses original, entertaining animation to provide an overview of the history of the computer as conducted by the host "I/O" (Input/Output). Live action and animated clips start the story with early man, then demonstrate how the Chinese used the abacus to perform the first computer-like functions. In answering the question "How do computers work?" this introductory guide provides viewers with visual explanations, describes computer languages, hardware and software, and provides examples of present-day uses for computer technology. It also broadly illustrates how a computer processes data and introduces such basic terminology as *bit*, *byte*, *input*, and *output*.

- *Say That One More Time.* 14 minutes, copyright 1983, Agency for Instructional Technology, 1111 W. 17th Street, Bloomington, Indiana 47402; phone 800-457-4509.

  In two versions of Jane's first day, Connie shows her how to use the copy machine. When Jane asks and answers questions, pays attention, takes notes, and works the machine while Connie is there, she learns. Paula demonstrates both poor and good telephone communication skills.

Business Equipment and Procedures
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Answers to Assignment Sheets

Assignment Sheet 1—Student performance should be evaluated according to the criteria listed on the assignment sheet. Content of the items in the exercise may be evaluated using the following suggestions as guides.

1. Consult your supervisor. At a minimum, you may want to verify the girl's identity, telephone her mother, and seek authorization from the credit agency. If these actions suggest that the sale is permissible and the girl is unable to pay by any other means, it will be the manager's decision as to whether or not you complete the transaction.
2. Your hotel must now assume the risk. You cannot recover the services that the guest has used. Your choices appear to be to accept the credit card if at all possible or to accept the personal check. You may be able to receive authorization from the man's credit-card company to bill them. If the check proves bad, your hotel may have legal recourse to collect on it.
3. No. The manager must approve the purchase because it is over 50 dollars.
4. No. The cashier has completed the transaction on a credit voucher.
5. Perhaps the best approach to use in this case is to accept a personal check. If a personal check is not acceptable, accept the card with proper identification from the credit agency. Explain the situation to verify that a new card has actually been issued. Note the circumstances on the sales draft.
6. If the customer is unable to pay for the rooms used by the wedding party in any other way, and neither card company will authorize an extension of the credit limit, you will probably have to post the amount on the two different cards. Another option would be to take his identification and driver's license for security until he returns with the payment in cash or check.
7. No. The card has been altered (the front and back are from different cards). Also, the card has expired.
8. No. The card has not been run through the imprinter.

Assignment Sheet 2—Student performance should be evaluated according to the criteria listed on the assignment sheet. Content of the items in the exercise may be evaluated using the following suggestions as guides.

1. Fax
2. Bulk mail
3. UPS or Parcel Post
4. First-class mail
5. Express mail, Federal Express, or similar overnight service

Answers to Assignment Sheets

Assignment Sheet 3—*Student performance should be evaluated according to the criteria* listed on the assignment sheet. Content of the items in the exercise may be evaluated using the following as guides.

1. a. 2336
   b. 2639
   c. 2823
   d. 2594
   e. 2817

2. a. 138
   b. 190
   c. 880
   d. 843
   e. 863

3. a. –267
   b. –257
   c. –511
   d. –246
   e. –255

4. a. 118.566
   b. 587.495
   c. 875.006
   d. 80.498
   e. 194.032

5. a. $517.13
   b. $4751.65
   c. $322.11
   d. $133.32
   e. $250.70

6. a. 90
   b. 27,025
   c. 31.250
   d. 1.596
   e. 3389.40

7. a. 4.87
   b. 2.62
   c. 30
   d. 286.65
   e. .75

8. a. 10
   b. 50
   c. $16.44
   d. $3.60
   e. $100.50

9. a. $112.50
   b. $208.60
   c. $301.00
   d. $345.00
   e. $136.50

10. a. $122.40; $2937.60
    b. $77.76; $894.24
    c. $72.80; $1383.20
    d. $55.90; $503.10
    e. $15.78; $773.22

Assignment Sheet 4—Student performance should be evaluated according to the criteria listed on the assignment sheet. Content of the items in the exercise may be evaluated using the following suggestions as guides.

1. Problem(s): Transmitted more than essential information; did not identify self according to established policies and procedures; message was rude and unprofessional.

Answers to Assignment Sheets

Suggested revision: "This is Jim in valet service. Please send down the luggage from room 234 immediately."

2. Problem(s): Failure to transmit complete information; failure to identify self, location, type of medical emergency, or type of help needed; failure to speak in a calm, natural tone; failure to use polite language.

   Suggested revision: "This is Jim in the Blue Lounge. Call 911 with a possible heart attack, and send the hotel physician immediately."

3. Problem(s): Transmitting nonessential information.

   Suggested revision: This type of information should not be transmitted over the business radio. Wait until you see the person face-to-face.

4. Problem(s): Transmitting nonessential, unprofessional, impolite information that could cause the hotel liability or embarrassment.

   Suggested revision: "This is Jane in room 465. Please send up a set of clean sheets and cases."

5. Problem(s): Failure to transmit complete information; transmission of personal information.

   Suggested revision: "Tour guide Sanders, here. I am at trailmarker 17 and have a gentleman who appears to be suffering from heat exhaustion. Please send water, medical help, and a wheelchair immediately."

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Answers to Written Test

1. a. 3
   b. 1
   c. 5
   d. 2
   e. 4
   f. 6

2. Answer should include any four of the following.

   - Reservations management
   - Rooms/booking management
   - Customer-account management
   - General management
   - Customer-operated computer interfaces

3. a. T
   b. B
   c. T
   d. B

4. a. Sales draft
   b. Credit voucher draft

5. a. Customer's account number
   b. Creditor
   c. Expiration date
   d. Customer's name
   e. Customer's account number
   f. Customer's signature
   g. Statement of understanding agreement

6. a. 3
   b. 5
   c. 1
   d. 6
   e. 4
   f. 2

Answers to Written Test

7. Answer should include any two for each of the following items.

Features similar to a telephone

- The user transmits the document to the receiver's fax telephone number via the phone lines.
- As with modern telephones, there are usually several methods of dialing.
- The user can talk to the receiver on the machine's handset.

Features similar to a computer

- By pressing a key on the keypad, the user can check to see that the receiver has gotten the transmitted document.
- Many special features are stored in menu format similar to that of a personal computer.

Features similar to a copy machine

- The machine will make and transmit multiple copies of a document.
- Special paper and imaging cartridges must be loaded into the machine.
- Paper can jam in the machine and the user must follow the manufacturer's troubleshooting instructions to free it.

8.
a. 2
b. 3
c. 1
d. 4
e. 8
f. 6
g. 9
h. 5
i. 7

9.
a. 5
b. 2
c. 4
d. 3
e. 1
f. 6
g. 10
h. 11
i. 13
j. 14
k. 8
l. 12
m. 15
n. 7
o. 9

10.
a. Paper-jam levers
b. Copy tray
c. Copyboard
d. Copyboard cover
e. Control panel
f. Paper trays
g. Front door

Answers to Written Test

11.	a.	1	e.	1	i.	1
	b.	4	f.	1	j.	3
	c.	3	g.	4	k.	4
	d.	2	h.	2	l.	3

12. Answer should include any five of the following.

- Use only your assigned frequency.
- Transmit only *essential* information.
- Transmit complete information.
- Identify yourself and the recipient in every transmission according to your establishment's policies and procedures.
- Speak in a calm, natural tone and at a controlled rate.
- Make the message impersonal.
- Acknowledge every message by repeating it to the sender.
- Use your radio according to the establishment's policies and procedures.
- Be polite and professional; never transmit a message that could bring liability or embarrassment to the establishment.

Business Equipment and Procedures
Unit 8

Written Test

Name ______________________________ Score ______________

1. Match to their correct definitions terms associated with business equipment and procedures. Write the numbers on the blanks provided.

______a. To connect to and operate through a central computer

______b. Record of the charges incurred and credits acquired by a guest during his or her stay at a hotel

______c. The measure around a body or object

______d. Registering charges and credits on a guest's folio

______e. Small, portable personal computer that operates on batteries as well as electrical current

______f. Device that converts signals from one form to a form compatible with another kind of equipment

1. Guest folio
2. Account posting
3. Interface
4. Laptop
5. Girth
6. Modem

2. List four hospitality and tourism computer applications. Write your answers on the blanks provided.

a. ______________________________

b. ______________________________

c. ______________________________

d. ______________________________

3. Distinguish among descriptions of types of credit cards. Write a "T" before descriptions of travel and entertainment cards and "B" before descriptions of bank cards.

______a. Use is limited in terms of type of business accepting card for payment

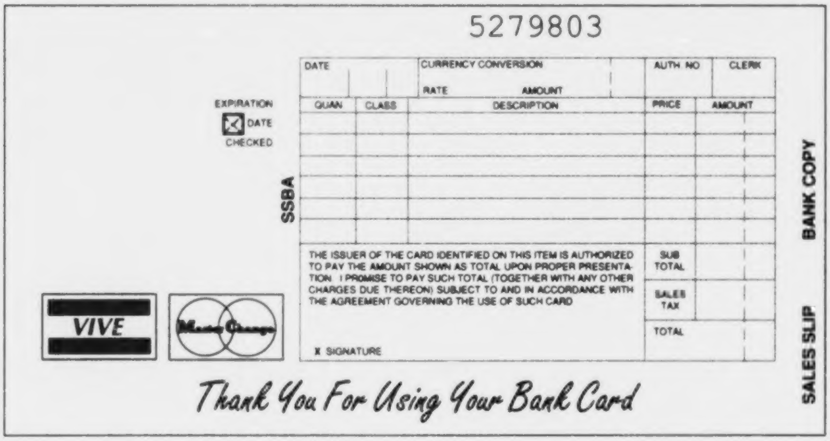
______b. Issued through financial institutions

______c. Issued by companies established to provide credit-card services

______d. Use is greatest in terms of number and variety of businesses accepting card for payment

Written Test

4. Label types of credit-card service forms. Write the correct name under each of the forms illustrated below.



5279803

DATE	CURRENCY CONVERSION RATE AMOUNT	AUTH NO	CLERK

QUAN	CLASS	DESCRIPTION	PRICE	AMOUNT

EXPIRATION ☒ DATE CHECKED

SSBA

THE ISSUER OF THE CARD IDENTIFIED ON THIS ITEM IS AUTHORIZED TO PAY THE AMOUNT SHOWN AS TOTAL UPON PROPER PRESENTATION. I PROMISE TO PAY SUCH TOTAL (TOGETHER WITH ANY OTHER CHARGES DUE THEREON) SUBJECT TO AND IN ACCORDANCE WITH THE AGREEMENT GOVERNING THE USE OF SUCH CARD

X SIGNATURE

SUB TOTAL

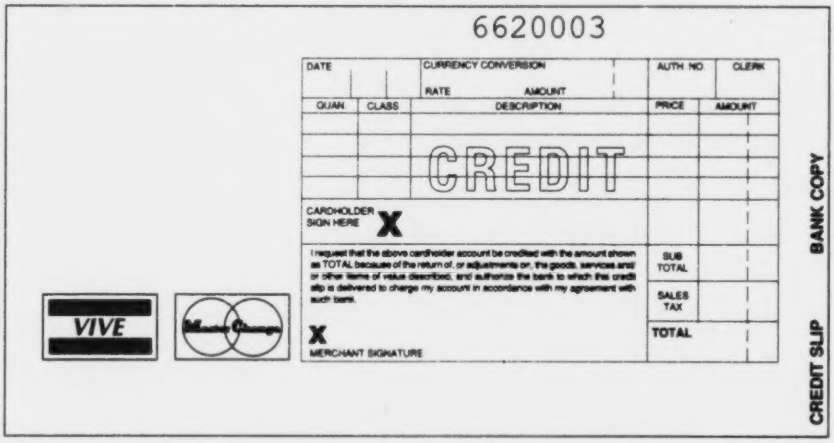
SALES TAX

TOTAL

SALES SLIP BANK COPY

Thank You For Using Your Bank Card

a. ____



6620003

DATE	CURRENCY CONVERSION RATE AMOUNT	AUTH NO.	CLERK

QUAN	CLASS	DESCRIPTION	PRICE	AMOUNT
		CREDIT		

CARDHOLDER SIGN HERE **X**

I request that the above cardholder account be credited with the amount shown as TOTAL because of the return of, or adjustments on, the goods, services and/or other items of value described, and authorize the bank to which this credit slip is delivered to charge my account in accordance with my agreement with such bank.

X
MERCHANT SIGNATURE

SUB TOTAL

SALES TAX

TOTAL

CREDIT SLIP BANK COPY

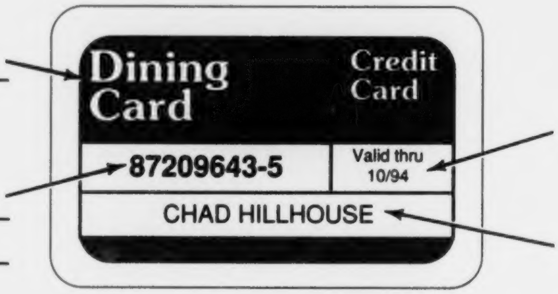
b. ____

Written Test

5. Label the parts of the credit card shown in the illustrations below. Write the correct names on the blanks provided.

Front of card

b. ______________________


Dining Card
Credit Card
87209643-5
Valid thru 10/94
CHAD HILLHOUSE

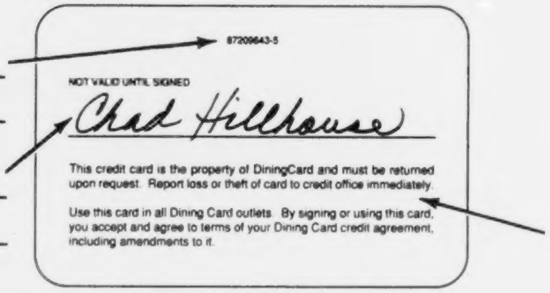
c. ______________________
____

a. ______________________
____

d. ______________________
____

Back of card

e. ______________________
____


87209643-5
NOT VALID UNTIL SIGNED
Chad Hillhouse
This credit card is the property of DiningCard and must be returned upon request. Report loss or theft of card to credit office immediately.
Use this card in all Dining Card outlets. By signing or using this card, you accept and agree to terms of your Dining Card credit agreement, including amendments to it.

f. ______________________
____

g. ______________________
____

Written Test

6. Match types of business-mail services to their correct definitions. Write the numbers on the blanks.

_______a. U.S. Mail guaranteed next-day delivery service for letters and parcels up to 70 pounds in weight and 108 inches in combined length and girth; requires considerably higher mailing rates than first-class mail

_______b. Privately owned delivery service specializing in next-day delivery of letters and small parcels; requires higher mailing rates than U.S. Express mail

_______c. Traditional U.S. Mail service for letters, postcards, and postal cards; usually requires two- to three-day delivery period for destinations within the United States and slightly longer delivery periods for overseas destinations

_______d. Facsimile machine that transmits and prints mail sent through a phone line

_______e. Privately owned delivery service specializing in delivery of packages; requires lower mailing rates than first-class mail and faster delivery periods than for third-class mail

_______f. U.S. Mail service for circulars, printed matter, pamphlets, and parcels weighing less than 16 ounces (1 pound); requires lower mailing rates but longer delivery periods than first-class mail; will not forward

1. First-class mail
2. Third-class mail
3. Express mail
4. United Parcel Service
5. Federal Express
6. Fax

7. List similarities between features of a facsimile machine and those of a telephone, a personal computer, and a copy machine. List two features for each of the items below.

Features similar to a telephone

a. ____

____

Written Test

b. ____

____

Features similar to a personal computer

a. ____

____

b. ____

____

Features similar to a copy machine

a. ____

____

b. ____

____

8. Match terms associated with a ten-key electronic calculator to their correct definitions. Write the numbers on the blanks. Terms and definitions continue on the following page.

______a. To depress the numeric keys of a number in order from left to right

______b. Means of operating a ten-key keyboard by touch rather than by sight; fingers remain on home row except when striking other keys

______c. To erase the calculation from the register or the workspace

______d. Keys that perform the various mathematical functions such as addition, subtraction, and so on

1. Clear
2. Index a number
3. Touch method
4. Operational keys

Written Test

______e. Keyboard arrangement in which—in addition to the operational keys—there are ten numeric keys arranged in three rows of three keys each, with an additional key or bar (0) at the bottom of the last row

______f. An amount subtracted from an original price

______g. Window in which the indexed numbers and calculations appear

______h. Middle row of keys on a ten-key keyboard

______i. Inner mechanism of the calculator where the computation is performed

5. Home row
6. Discount
7. Register
8. Ten-key keyboard
9. Workspace

9. Match ten-key electronic-calculator operational keys to their correct functions. Write the numbers on the blanks. Keys and their functions continue on the next page.

______a. Tells the calculator to complete a computation and show the answer in the workspace

______b. Tells the calculator to substract numbers

______c. Tells the calculator to divide numbers

______d. Tells the calculator to multiply numbers

______e. Tells the calculator to add numbers

______f. Tells the calculator to show the total of the calculation; clears the register

1. ÷
2. −
3. ×
4. +
5. =
6. T/*

Written Test

______g. Allows the operator to preset where the decimal will appear in the final answer

______h. Tells the calculator to enter into memory the number just pressed

______i. Tells the calculator to show the amount that is stored in memory

______j. Tells the calculator to erase all that has been stored in memory

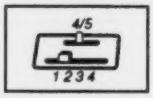
______k. Removes only the last number indexed

______l. Tells the calculator to store the number just indexed as a negative amount or to subtract the number from what is already in memory

______m. Tells the calculator to compute the percent just indexed

______n. Removes information from the register and readies the calculator to accept a new problem

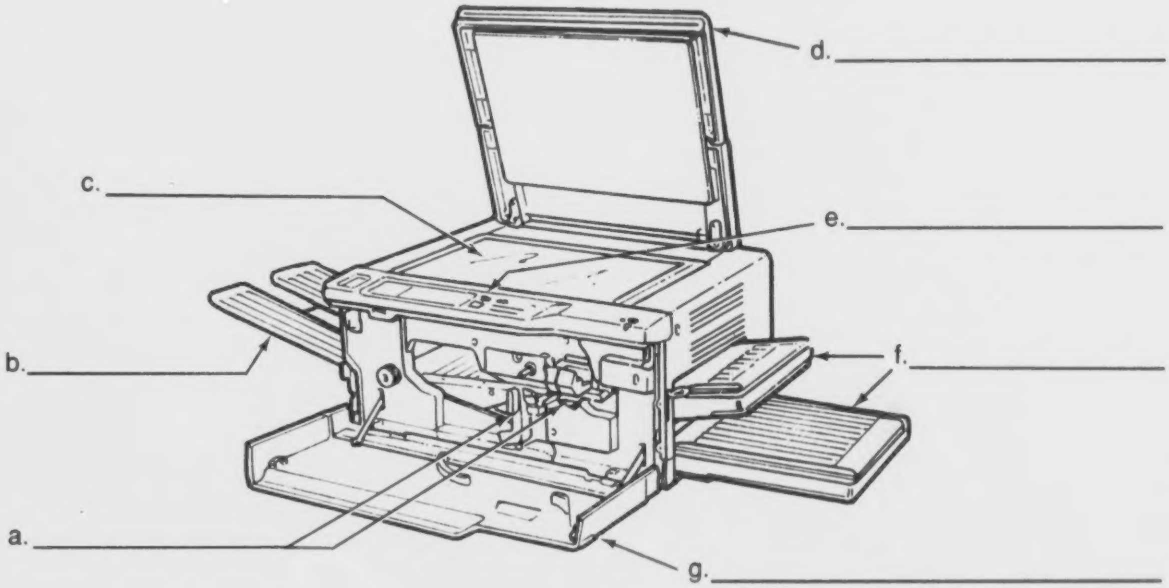
______o. Enters a decimal when depressed

7. C
8. CE
9. .
10. 

11. M+
12. M−
13. RM
14. CM
15. %

Written Test

10. Label the standard parts of the copy machine illustrated below. Write the correct names on the blanks provided.



11. Complete statements about basic guidelines for copy-machine use. Write the number on the blank provided before each item below.

General use

______a. Before operating the copier, read the ______, and learn how to use all of the copier's functions.

1. instruction booklet
2. repair book
3. troubleshooting guide
4. panel keys

______b. Save paper and time by ______ before copying.

1. loading a full ream of paper in the paper tray
2. setting the machine to the reduction mode
3. making a master copy
4. checking and (re)setting all controls

Written Test

______c. Make sure that paperclips and staples ______.

1. are firmly attached to the copy material
2. are placed under the copyboard cover
3. do not fall into the copier
4. do not have any rough edges

______d. Close the ______ before making copies.

1. manual-feed lever
2. cover
3. power switch
4. copy tray

______e. Do not ______ while copies are being made; this will cause paper jams.

1. turn the copier off or open the front door
2. clear the control panel
3. open the cover
4. remove paper from a paper tray

Paper

______f. Use the ______ type, weight, and amount of copy paper.

1. recommended
2. heaviest
3. commercial
4. thinnest

______g. Load paper into the paper tray(s) according to ______.

1. business-letter format
2. the troubleshooting guide
3. panel-key instructions
4. manufacturer's instructions

______h. Load material to be copied into ______ either face up or face down, as dictated by machine directions.

1. paper tray
2. automatic-feed tray
3. copyboard
4. toner cartridge

Written Test

______i. Avoid ______ by making sure that both copy paper and copy material are smooth, flat, and properly aligned.

1. paper jams
2. poor copy quality
3. paper-tray overloads
4. blurred copies

Correcting problems

______j. Follow the manufacturer's ______ instructions to relieve paper jams and solve operation problems.

1. warranty
2. flowchart
3. troubleshooting
4. repair

______k. Touch only ______ to perform key operator and troubleshooting functions.

1. copy-machine keypad
2. collation tray
3. copyboard or automatic-feed tray
4. areas of copier needed

______l. Never try to ______ the copier.

1. repair
2. relieve a paper jam from
3. disassemble or modify
4. add toner to

12. List five basic guidelines for two-way-radio etiquette. Write your answers on the blanks provided.

a. ______________________________

b. ______________________________

c. ______________________________

d. ______________________________

e. ______________________________

Permission to duplicate this test is granted.

Business Equipment and Procedures
Unit 8

Unit Evaluation Form

Student name ______________________ Unit rating __________

Assignment-sheet ratings

Assignment Sheet 1—Handle Specific Credit-Card Situations Rating _____

Comments: ______________________

____

____

Assignment Sheet 2—Select Correct Business-Mail Service for Processing Outgoing Mail Rating _____

Comments: ______________________

____

____

Assignment Sheet 3—Compute Math Problems Using a Ten-Key Electronic Calculator Rating _____

Comments: ______________________

____

____

Assignment Sheet 4—Analyze and Correct Two-Way-Radio Transmissions Rating _____

Comments: ______________________

____

____

Unit Evaluation Form

Job-sheet rating

Job Sheet 1—Process a Credit-Card Sale Rating ______

Comments: ____________________

____

____

Written-test scores

Pretest ______ Posttest ______ Other ______

Comments: ____________________

____

____

Teacher signature ____________________ Date ______

Student signature ____________________ Date ______

Permission to duplicate this form is granted.

Business Equipment and Procedures
Unit 8

Information Sheet

1. **Terms and definitions associated with business equipment and procedures**

   - **Account posting**—Registering charges and credits on a guest's folio
   - **Girth**—The measure around a body or object
   - **Guest folio**—Record of the charges incurred and credits acquired by a guest during his or her stay at a hotel
   - **Interface**—To connect to and operate through a central computer
   - **Laptop**—Small, portable personal computer that operates on batteries as well as electrical current
   - **Modem**—Device that converts signals from one form to a form compatible with another kind of equipment

2. **Hospitality and tourism computer applications**

   Note: More and more hotels and travel-related businesses provide computerized conveniences and services. For example, in most large hotels today, the front-office recordkeeping is computer-based and fully automated.

   - Reservations management
   - Rooms/booking management
   - Customer-account management
   - General management
   - Customer-operated computer interfaces

     Examples: — Automated information devices in public areas that allow hotel guests to inquire about in-house activities and local events

     — In-room checkout that allows guests at some hotels to review their folio and check out in the comfort and privacy of their guestrooms

Information Sheet

- Computer interfaces that permit customers to access airline schedules, restaurant guides, entertainment guides, stock-market reports, news and sports updates, shopping catalogs, etc.
- Phone-modem accessibility that permits hotel guests to hook their laptop or personal computer to the phone for telephone-generated remote computer linkup

3. Types of credit cards and their descriptions

a. Travel and entertainment cards

- Issued by companies established to provide credit-card services

  Examples: American Express, Diner's Club, Carte Blanche

- Use is limited in terms of type of business accepting card for payment

b. Bank cards

- Issued through financial institutions such as banks and savings and loan companies

  Examples: Master Charge, Visa, Discover

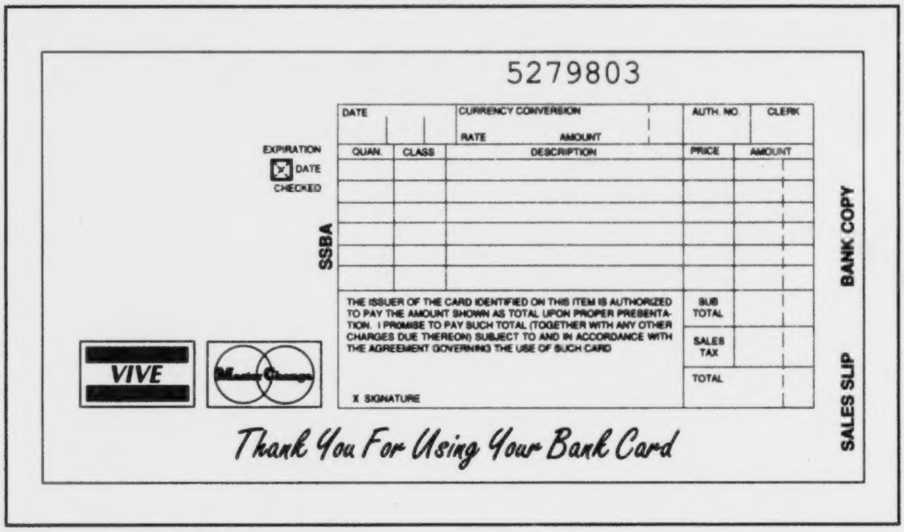
- Use is greatest in terms of number and variety of businesses accepting card for payment

Information Sheet

4. Types of credit-card service forms

- Sales draft (Figure 1)

Figure 1



5279803

DATE

CURRENCY CONVERSION

RATE AMOUNT

AUTH. NO.

CLERK

EXPIRATION ☒ DATE CHECKED

SSBA

QUAN.	CLASS	DESCRIPTION	PRICE	AMOUNT

THE ISSUER OF THE CARD IDENTIFIED ON THIS ITEM IS AUTHORIZED TO PAY THE AMOUNT SHOWN AS TOTAL UPON PROPER PRESENTATION. I PROMISE TO PAY SUCH TOTAL (TOGETHER WITH ANY OTHER CHARGES DUE THEREON) SUBJECT TO AND IN ACCORDANCE WITH THE AGREEMENT GOVERNING THE USE OF SUCH CARD

X SIGNATURE

SUB TOTAL

SALES TAX

TOTAL

VIVE

Master Charge

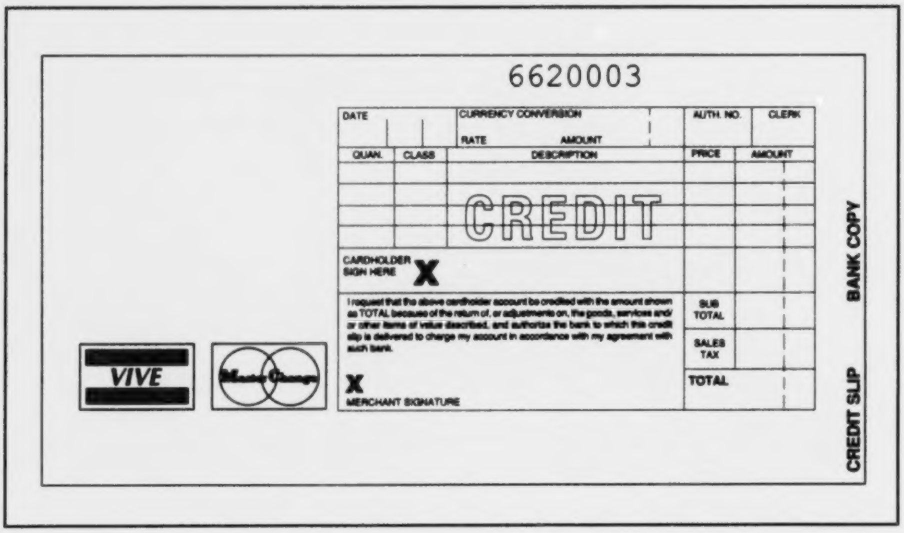
BANK COPY

SALES SLIP

Thank You For Using Your Bank Card

- Credit voucher draft (Figure 2)

Figure 2



6620003

DATE

CURRENCY CONVERSION

RATE AMOUNT

AUTH. NO.

CLERK

QUAN.	CLASS	DESCRIPTION	PRICE	AMOUNT
		CREDIT		

CARDHOLDER SIGN HERE X

I request that the above cardholder account be credited with the amount shown as TOTAL because of the return of, or adjustments on, the goods, services and/or other items of value described, and authorize the bank to which this credit slip is delivered to charge my account in accordance with my agreement with such bank.

X MERCHANT SIGNATURE

SUB TOTAL

SALES TAX

TOTAL

VIVE

Master Charge

BANK COPY

CREDIT SLIP

Information Sheet

5. **Parts of a credit card** (Figures 3 and 4)

Figure 3: Labeled front of credit card

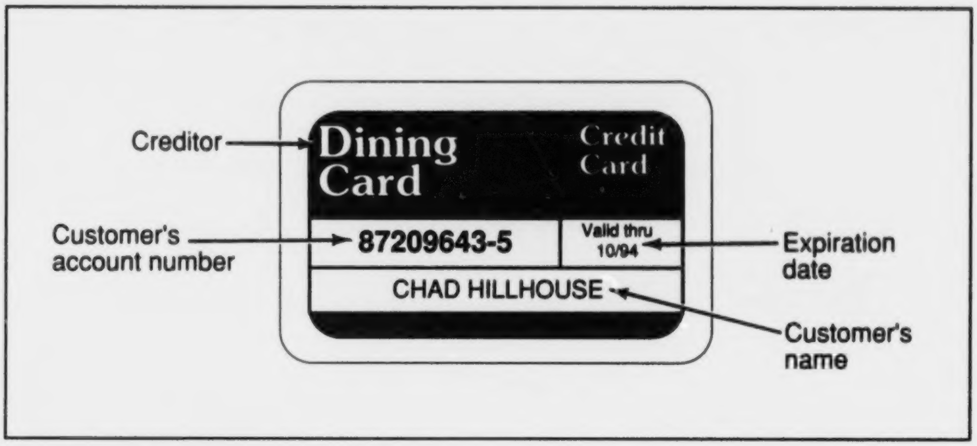
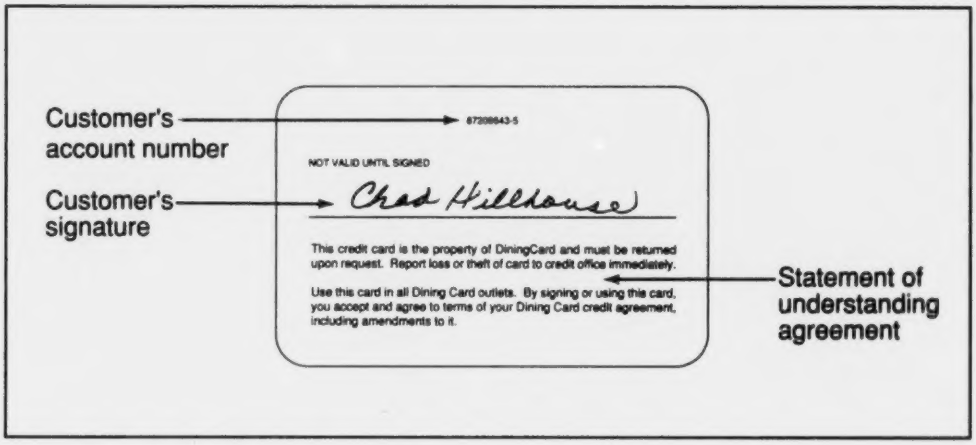

Creditor
Dining Card
Credit Card
Customer's account number
87209643-5
Valid thru 10/94
Expiration date
CHAD HILLHOUSE
Customer's name

Figure 4: Labeled back of credit card


Customer's account number
87209643-5
NOT VALID UNTIL SIGNED
Customer's signature
Chad Hillhouse
Statement of understanding agreement

This credit card is the property of DiningCard and must be returned upon request. Report loss or theft of card to credit office immediately.

Use this card in all Dining Card outlets. By signing or using this card, you accept and agree to terms of your Dining Card credit agreement, including amendments to it.

6. **Types of business-mail services and their definitions**

- **First-class mail**—Traditional U.S. Mail service for letters, postcards, and postal cards; usually requires two- to three-day delivery period for destinations within the United States and slightly longer delivery periods for overseas destinations
- **Third-class mail** (bulk business mail)—U.S. Mail service for circulars, printed matter, pamphlets, and parcels weighing less than 16 ounces (1 pound); requires lower mailing rates but longer delivery periods than first-class mail; will not forward

Information Sheet

Note: Letters and packages sent by third-class or bulk mail must be sent following strict guidelines set by the U.S. Postal Service, and may take up to a month for delivery within the United States and longer for overseas deliveries.

- **Express mail**—U.S. Mail guaranteed next-day delivery service for letters and parcels up to 70 pounds in weight and 108 inches in combined length and girth; requires considerably higher mailing rates than first-class mail

  Note: Letters and packages sent by express mail must be labeled with one of four types of express-mail labels available free of charge from your local post office. Special shipping containers for the most common types of express mail are also available from the post office.

- **United Parcel Service** (UPS)—Privately owned delivery service specializing in delivery of packages; requires lower mailing rates than first-class mail and provides faster delivery periods than for third-class mail

  Note: UPS makes most deliveries within the U.S. in less than a week.

- **Federal Express** (Fed Ex)—Privately owned delivery service specializing in next-day delivery of letters and small parcels; requires higher mailing rates than U.S. express mail

- **Fax**—Facsimile machine that transmits and prints mail sent through a phone line

7. Facsimile-machine features and their similarities to features of a telephone, a personal computer, and a copy machine

Note: Facsimile machines combine elements of a telephone, a personal computer, and a copy machine.

a. **Features similar to a telephone**

- The user transmits the document to the receiver's fax telephone number via the phone lines.
- As with modern telephones, there are usually several methods of dialing.

  Examples:
  - **One-touch:** Pressing one of the assigned keys
  - **Speed dial:** Pressing the "speed dial" key and using the keypad to enter receiver's code
  - **Keypad dial:** Entering the receiver's fax telephone number on the keyboard and pressing the "start" key
  - **Handset dial:** Lifting the handset, using the telephone to enter the receiver's number, and pressing the "start" key

Information Sheet

- The user can talk to the receiver on the machine's handset (telephone).

b. **Features similar to a personal computer**

- By pressing a key on the keypad, the user can check to see that the receiver has gotten the transmitted document.
- Many special features are stored in menu format similar to that of a personal computer.

  Examples: Reports, diagnostics, page counts, delayed start, select options (logo, letterhead); different key tones, volumes, and print contrasts.

c. **Features similar to a copy machine**

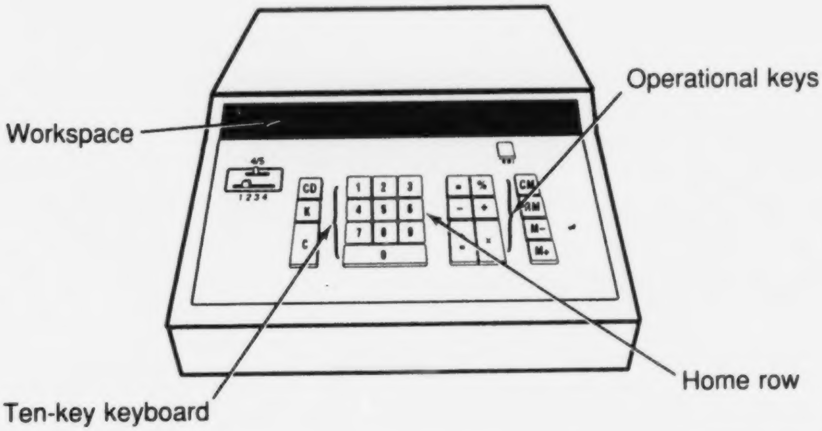
- The machine will make and transmit multiple copies of a document.
- Special paper and imaging cartridges must be loaded into the machine.
- Paper can jam in the machine and the user must follow the manufacturer's troubleshooting instructions to free it.

8. **Terms associated with a ten-key electronic calculator and their definitions**

- **Clear**—To erase the calculation from the register or the workspace
- **Discount**—An amount subtracted from an original price
- **Home row** (see Figure 5)—Middle row of keys (4, 5, 6) on a ten-key keyboard
- **Index a number**—To depress the numeric keys of a number in order from left to right
- **Operational keys** (see Figure 5)—Keys that perform the various mathematical functions such as addition, subtraction, and so on
- **Register**—Inner mechanism of the calculator where the computation is performed
- **Ten-key keyboard** (see Figure 5)—Keyboard arrangement in which—in addition to the operational keys—there are ten numeric keys arranged in three rows of three keys each, with an additional key or bar (0) at the bottom of the last row

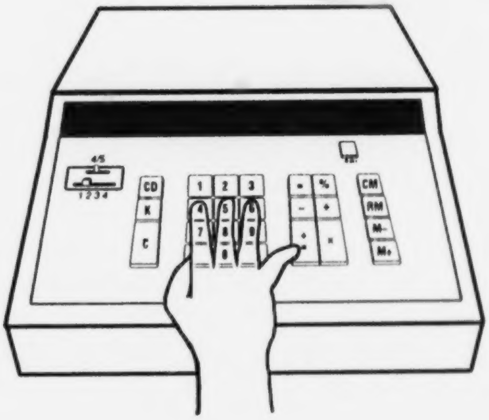
Information Sheet

Figure 5


Operational keys
Workspace
Home row
Ten-key keyboard

- **Touch method** (Figure 6)—Means of operating a ten-key keyboard by touch rather than by sight; fingers remain on home row except when striking other keys

Figure 6



Figures 5 and 6 reprinted with permission from *Office Machines* prepared by Elaine Burrow and published by the Educational Development and Training Center, East Texas State University, Commerce Texas, copyright 1985.

Information Sheet

- **Workspace** (see Figure 5)—Window in which the indexed numbers and calculations appear

  Note: Some ten-key calculators have a paper roll on which numbers and calculations appear. The paper roll may be in addition to or instead of the workspace.

9. Functions of ten-key electronic-calculator operational keys

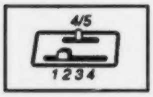
Note: Below are the most common operational keys on an electronic calculator. Various models will have more or fewer operational keys, depending upon the manufacturer of the machine.

+	— Tells the calculator to add numbers
−	— Tells the calculator to subtract numbers
×	— Tells the calculator to multiply numbers
÷	— Tells the calculator to divide numbers
=	— Tells the calculator to complete a computation and show the answer in the workspace
T/*	— Tells the calculator to show the total of the calculation; clears the register
C	— Removes information from the register and readies the calculator to accept a new problem
CE	— Removes only the last number indexed Note: The clear-entry key is not usable if another operational key has already been depressed.

Information Sheet

- . — Enters a decimal when depressed

  Note: A decimal automatically appears to the right of every number unless entered otherwise with the decimal key.

- 

  — Allows the operator to preset where the decimal will appear in the final answer

- M+ — Tells the calculator to enter into memory the number just pressed

- M– — Tells the calculator to store the number just indexed as a negative amount or to subtract the number from what is already in memory

- RM — Tells the calculator to show the amount that is stored in memory

- CM — Tells the calculator to erase all that has been stored in memory

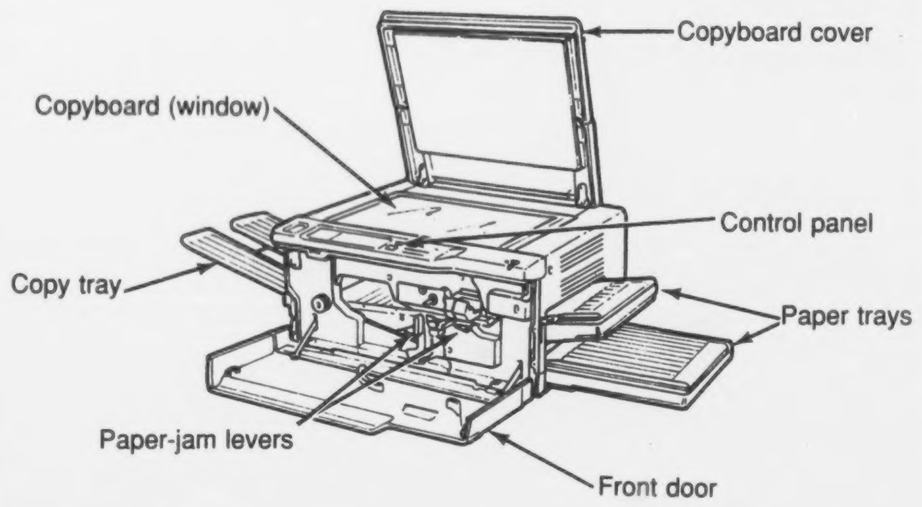
  Note: The numbers in memory or the computations performed in memory do not affect the other numbers in the register.

- % — Tells the calculator to compute the percent just indexed

Information Sheet

10. **Standard parts of a copy machine** (Figure 7)

Figure 7


Copyboard cover
Copyboard (window)
Control panel
Copy tray
Paper trays
Paper-jam levers
Front door

11. **Basic guidelines for copy-machine use**

a. **General use**

- Before operating the copier, read its instruction booklet, and learn how to use all of the copier's functions.

  Note: Different brands of copiers have slightly different control-panel keys and indicators. In addition, the method of operation, paper placement, and maintenance may be different.

- Save paper and time by checking and (re)setting all controls before copying.

  Example: The previous user may have left the controls inappropriately set for your job. You may get 20 double-sided, reduced copies on letterhead when all you really wanted was one, regular, one-sided copy.

- Make sure that paperclips and staples do not fall into the copier.

Information Sheet

- Close the cover before making copies.

  Note: When the cover is left open, more toner is used.

- Do not turn the copier off or open the front door while copies are being made; this will cause paper jams.

b. **Paper**

- Use the recommended type, weight, and amount of copy paper.
- Load paper into the paper tray(s) according to the manufacturer's instructions.
- Load material to be copied into automatic-feed tray either face up or face down, as dictated by machine directions.
- Avoid paper jams by making sure that both copy paper and copy material are smooth, flat, and properly aligned.

c. **Correcting problems**

- Follow the manufacturer's troubleshooting instructions to relieve paper jams and solve operation problems.
- Touch only areas of the copier needed to perform key operator and troubleshooting functions.

  Note: Some areas of the copier are subject to high voltage and temperature.

- Never try to disassemble or modify the copier.

  Note: Some areas of the copier are subject to high voltage and temperature.

12. **Basic guidelines for two-way-radio etiquette**

- Use only your assigned frequency.
- Transmit only *essential* information.
- Transmit complete information.

Information Sheet

- Identify yourself and the recipient in every transmission according to your establishment's policies and procedures.

  Example: "Hotel operator to van driver."

- Speak in a calm, natural tone and at a controlled rate.
- Make the message impersonal.
- Acknowledge every message by repeating it to the sender.
- Use your radio according to the establishment's policies and procedures.
- Be polite and professional; never transmit a message that could bring liability or embarrassment to the establishment.

  Note: Radio transmissions can be overheard by nearby customers and can be monitored by the news media and the public. What the operator says today could be repeated on tomorrow's front page.

Business Equipment and Procedures
Unit 8

Student Supplement 1—Guidelines for Completing Credit-Card Sales Transactions

When businesses accept credit cards in payment for goods or services, they do so as if the credit cards were the same as money. Consequently, the documents involved in a credit-card sale must be treated as cash. But just as a cashier should make sure that money given in payment is acceptable currency, the right amount, and not counterfeit, he or she should also take some steps to ensure that the credit-card transaction will result in the company's receiving payment for the goods or services.

A cashier has three sources of information when making a credit-card sale: the card, the person presenting it, and the credit agency. A valid transaction requires checking all three sources.

Check to see that the **credit card**

- Is a card your business accepts.
- Has been signed.
- Has not been altered.
- Has not expired.

Check to see that the **customer**

- Is the person named on the card, or an authorized purchaser.
- Signs the sales slip with a signature that matches that on the card.
- Does not seem exceptionally nervous about the purchase.

Check the **credit agency's** information by

- Verifying that the card number is not listed on the agency's warning bulletin.
- Calling the credit agency if the purchase exceeds the agency's or your company's automatic charge limit (floor limit).
- Calling the credit agency if the card is not presented, as with a telephone or mail order.
- Calling the credit agency if anyone other than the person named on the card presents it.
- Calling the credit agency if there is any doubt about the validity of the card.

Check the **transaction form** to see that

- The correct form has been used.
- The form is filled out completely and accurately, including the date, description of goods or services, prices and amounts, and taxes and totals.
- The signature on the form is the same as that on the card.
- The imprinter information shows clearly.
- The purchase amount is less than the amount requiring additional approval.
- The card's expiration date has been checked.

Student Supplement 1

Every person in the establishment who deals with the transaction should check these items. Normally, the cashier will check the card and form. If additional approval by a manager or supervisor is required, that person should also complete each check. This procedure is important because if incomplete, inaccurate, or inadequately authorized transaction forms are submitted to the credit agency, the establishment is still financially liable. The credit agency need not honor such transactions.

Business Equipment and Procedures
Unit 8

Assignment Sheet 1—Handle Specific Credit-Card Situations

Name ______________________________ Overall rating __________

Evaluation criteria	**Rating**
• Directions have been followed.	______
• Transactions were checked thoroughly.	______
• Circumstances were accurately interpreted.	______
• Realistic course of action was taken.	______

Introduction

As an employee in the hospitality or tourism industry, you may find that you handle more credit-card transactions (both over the phone and in person) than you do cash or checks. Room reservations, convention registrations, airline tickets, package tours, car rental, and a host of other hospitality and tourism commodities can individually total several hundreds of dollars. Clients and customers tend to use their credit cards most often for such high-dollar payments. For these reasons, it is important that you know how to efficiently and accurately handle credit-card transactions.

Exercise

Directions

Review the information presented in Objectives 3 through 5 in the information sheet and in Student Supplement 1, "Guidelines for Completing Credit-Card Sales Transactions." Then read the scenarios on the following pages, and decide how you think each situation should be handled. Write your answers on the lines provided.

Assignment Sheet 1

Scenarios

1. A party of five girls in their late teens has eaten lunch at your hotel restaurant. One of the girls presents you with a credit card to pay for all of the meals. When she signs the sales draft, you see that not only is the signature not the same as that on the card, but the first name is different than that on the card. You politely ask the girl if she may have picked up the wrong card. She explains that the card belongs to her mother, who is letting her use it. When you ask courteously if her mother is in the restaurant so that she can sign for the purchase, the girl explains that her mother is at home and she cannot understand what the fuss is about because she has used her mother's card several times before. None of the other girls in the party has money to pay for their meals. How would you handle the situation?

Assignment Sheet 1

2. In payment for a $122.50 bill, a guest hands you a credit card that your hotel does not accept. You politely inform the guest of this fact. He gets upset, saying that other hotels he has stayed in have accepted his card. You explain that you will be glad to charge the bill to one of the cards your hotel does accept or to accept cash. He says that he doesn't have any other credit cards and that he does not have enough money to cover the bill. He offers to write a check, but your hotel does not accept checks. "You'll just have to take my card or leave it," laughs the man. What do you do?

Assignment Sheet 1

3. You are the cashier in a hotel's gift shop and are handling a credit-card transaction. The management's policy is that charged payments of $50 and over must be approved by the gift-shop manager. The card presented is not on the credit agency's warning bulletins. Will you approve the payment below and go ahead with the sale? If not, why?

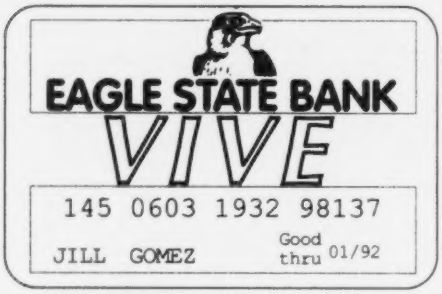
____

____

____

____

____

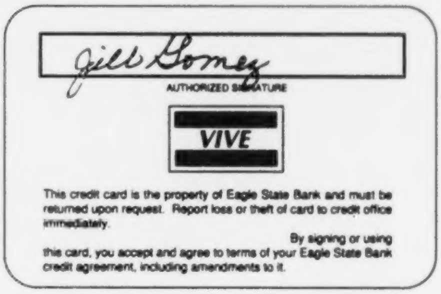


EAGLE STATE BANK

VIVE

145 0603 1932 98137

JILL GOMEZ Good thru 01/92



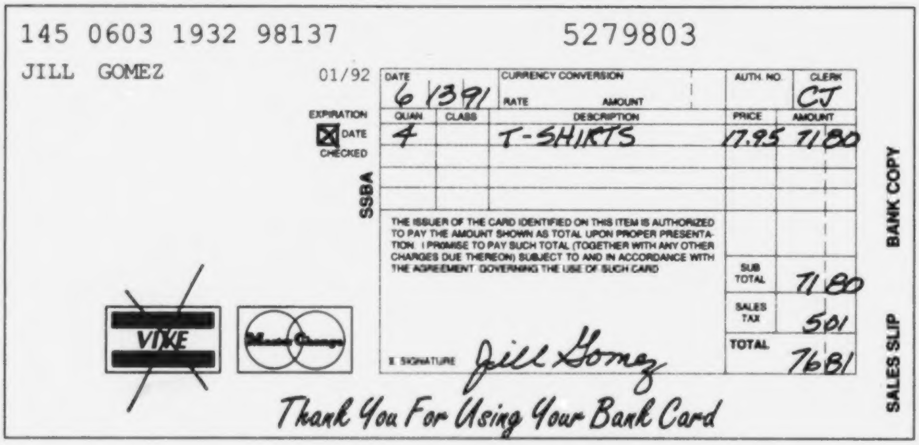
Jill Gomez

AUTHORIZED SIGNATURE

VIVE

This credit card is the property of Eagle State Bank and must be returned upon request. Report loss or theft of card to credit office immediately.

By signing or using this card, you accept and agree to terms of your Eagle State Bank credit agreement, including amendments to it.



145 0603 1932 98137 5279803

JILL GOMEZ 01/92

EXPIRATION ☒ DATE CHECKED

SSBA

DATE 6 13 91		CURRENCY CONVERSION RATE AMOUNT	AUTH. NO.	CLERK CJ
QUAN	CLASS	DESCRIPTION	PRICE	AMOUNT
4		T-SHIRTS	17.95	71 80
			SUB TOTAL	71 80
			SALES TAX	5 01
			TOTAL	76 81

THE ISSUER OF THE CARD IDENTIFIED ON THIS ITEM IS AUTHORIZED TO PAY THE AMOUNT SHOWN AS TOTAL UPON PROPER PRESENTATION. I PROMISE TO PAY SUCH TOTAL (TOGETHER WITH ANY OTHER CHARGES DUE THEREON) SUBJECT TO AND IN ACCORDANCE WITH THE AGREEMENT GOVERNING THE USE OF SUCH CARD

X SIGNATURE Jill Gomez

VIVE

Master Charge

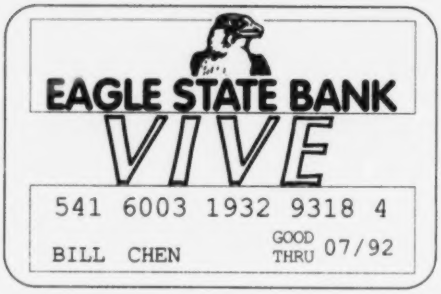
Thank You For Using Your Bank Card

BANK COPY

SALES SLIP

Assignment Sheet 1

4. You are the manager of a resort restaurant. The cashier has asked you to approve a credit-card transaction because she is still in a 30-day training period. The card is not listed on the warning bulletin. Your establishment's policy is to call the credit agency for purchases of $50 or more. Would you approve the payment below? Why or why not?

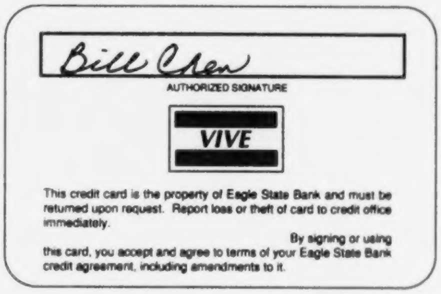


EAGLE STATE BANK

VIVE

541 6003 1932 9318 4

BILL CHEN GOOD THRU 07/92



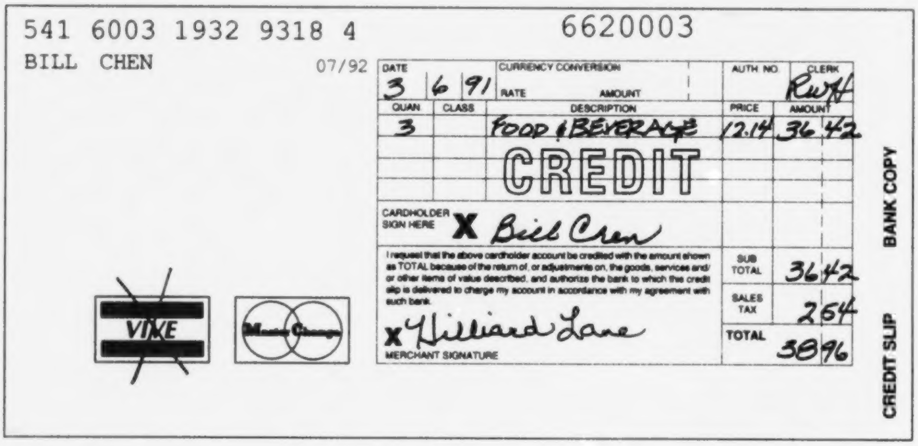
Bill Chen

AUTHORIZED SIGNATURE

VIVE

This credit card is the property of Eagle State Bank and must be returned upon request. Report loss or theft of card to credit office immediately.

By signing or using this card, you accept and agree to terms of your Eagle State Bank credit agreement, including amendments to it.



541 6003 1932 9318 4 6620003

BILL CHEN 07/92

DATE 3 | 6 | 91

CURRENCY CONVERSION RATE AMOUNT

AUTH. NO.

CLERK RwH

QUAN.	CLASS	DESCRIPTION	PRICE	AMOUNT
3		FOOD & BEVERAGE	12.14	36 42

CREDIT

CARDHOLDER SIGN HERE X Bill Chen

I request that the above cardholder account be credited with the amount shown as TOTAL because of the return of, or adjustments on, the goods, services and/or other items of value described, and authorize the bank to which this credit slip is delivered to charge my account in accordance with my agreement with such bank.

X Hilliard Lane
MERCHANT SIGNATURE

SUB TOTAL 36 42
SALES TAX 2 64
TOTAL 38 96

BANK COPY
CREDIT SLIP

Assignment Sheet 1

5. A guest has come to the front desk to pay for his hotel stay. He presents you with a credit card that is past its expiration date. When you point this out to him, he says, "Oh, that's right. I got the new card in the mail a couple of weeks ago, but I still haven't put it in my wallet." He asks you to go ahead and accept the card because he does not have enough cash with him. He explains that he is from another town and that the two guests with him, whose rooms he is also paying for, are customers of his. He says that he would be too embarrassed to ask them to pay for their own rooms. What would you do?

____

____

____

____

____

6. The father of the bride presents you with a credit card to pay for the hotel rooms of the wedding party, the cost of which is $437.80. Because the amount is over the automatic approval limit, you call the credit agency for authorization. The credit agency says that the man has only $300 left on his credit limit. When you inform the customer of this, he presents you with a second card. When you call for authorization on this card, the purchase is also disapproved because the customer has only $200 left on his credit limit. You inform the man of the problem, and he suggests that you divide the cost between the two cards and put $250 on the first card and the rest on the second. What would you do?

____

____

____

____

____

Assignment Sheet 1

7. You are a cashier in a travel agency. While completing a credit-card transaction, you check to see whether a card is listed on the warning bulletin and do not find it. The total is not above the agency's approved limit. Would you approve the payment below? Why or why not?

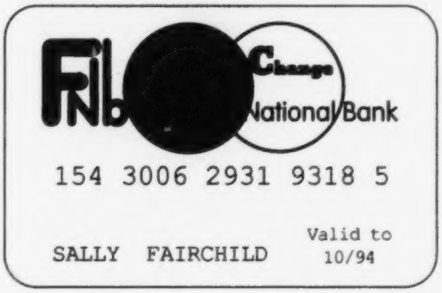
____

____

____

____

____

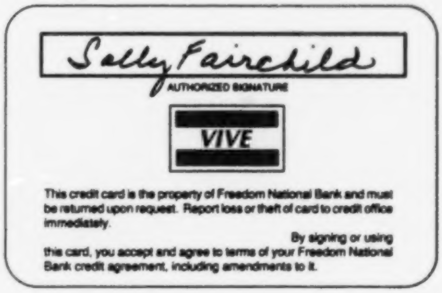


FNb Change National Bank

154 3006 2931 9318 5

SALLY FAIRCHILD

Valid to
10/94

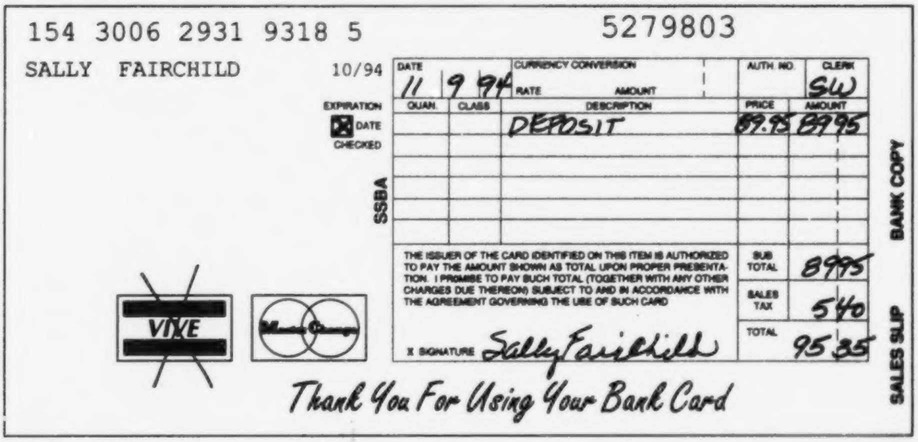


Sally Fairchild
AUTHORIZED SIGNATURE

VIVE

This credit card is the property of Freedom National Bank and must be returned upon request. Report loss or theft of card to credit office immediately.

By signing or using this card, you accept and agree to terms of your Freedom National Bank credit agreement, including amendments to it.



154 3006 2931 9318 5

5279803

SALLY FAIRCHILD

10/94
EXPIRATION
☒ DATE CHECKED

SSBA

DATE 11 9 94	CURRENCY CONVERSION RATE AMOUNT		AUTH. NO.	CLERK SW
QUAN.	CLASS	DESCRIPTION	PRICE	AMOUNT
		DEPOSIT	89.95	89 95

THE ISSUER OF THE CARD IDENTIFIED ON THIS ITEM IS AUTHORIZED TO PAY THE AMOUNT SHOWN AS TOTAL UPON PROPER PRESENTATION. I PROMISE TO PAY SUCH TOTAL (TOGETHER WITH ANY OTHER CHARGES DUE THEREON) SUBJECT TO AND IN ACCORDANCE WITH THE AGREEMENT GOVERNING THE USE OF SUCH CARD

X SIGNATURE Sally Fairchild

SUB TOTAL	89 95
SALES TAX	5 40
TOTAL	95 35

VIVE

Master Change

BANK COPY

SALES SLIP

Thank You For Using Your Bank Card

Assignment Sheet 1

8. You are a hotel restaurant manager. Your cashier has asked you to authorize a purchase because it is over the floor limit used in the restaurant. Would you approve the purchase? Why or why not?

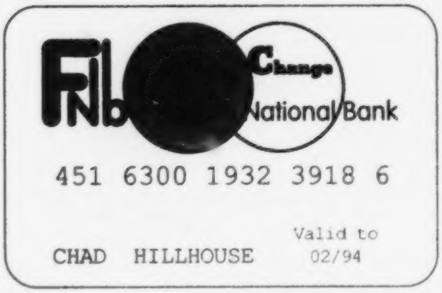
____

____

____

____

____

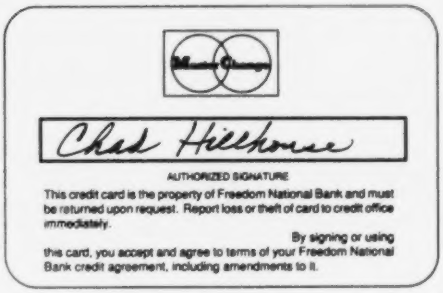


FNB Change National Bank

451 6300 1932 3918 6

CHAD HILLHOUSE

Valid to 02/94

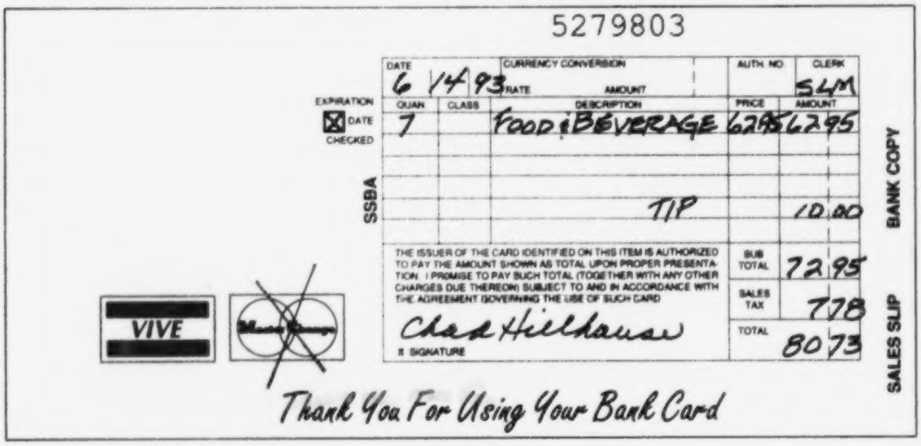


Chad Hillhouse

AUTHORIZED SIGNATURE

This credit card is the property of Freedom National Bank and must be returned upon request. Report loss or theft of card to credit office immediately.

By signing or using this card, you accept and agree to terms of your Freedom National Bank credit agreement, including amendments to it.



5279803

EXPIRATION ☒ DATE CHECKED

DATE 6 14 93	CURRENCY CONVERSION RATE AMOUNT		AUTH. NO.	CLERK SLM
QUAN	CLASS	DESCRIPTION	PRICE	AMOUNT
7		FOOD & BEVERAGE	62.95	62.95
		TIP		10.00

THE ISSUER OF THE CARD IDENTIFIED ON THIS ITEM IS AUTHORIZED TO PAY THE AMOUNT SHOWN AS TOTAL UPON PROPER PRESENTATION. I PROMISE TO PAY SUCH TOTAL (TOGETHER WITH ANY OTHER CHARGES DUE THEREON) SUBJECT TO AND IN ACCORDANCE WITH THE AGREEMENT GOVERNING THE USE OF SUCH CARD

Chad Hillhouse

X SIGNATURE

SUB TOTAL	72.95
SALES TAX	7.78
TOTAL	80.73

SSBA

VIVE

BANK COPY

SALES SLIP

Thank You For Using Your Bank Card

Business Equipment and Procedures
Unit 8

Assignment Sheet 2—Select Correct Business-Mail Service for Processing Outgoing Mail

Name ______________________________ Overall rating ____________

Evaluation criteria	**Rating**
• Directions have been followed.	______
• Student chose correct business-mail service.	______
• Content of explanations is relevant and well organized.	______

Introduction

Processing outgoing mail is not an easy task. As you studied in Objective 6 of the information sheet, there are several ways to mail documents and it may be difficult to learn which is the best mailing process to use in a given situation. You owe it to your employer to save the agency money by selecting the least expensive mailing process, but often speed may be the number-one priority in order to meet the needs of a customer. One day, it may well be your responsibility to process all the outgoing mail in an agency, and you must demonstrate your professionalism and organizational abilities by knowing which process to use to best serve your employer and your customers.

Exercise

Directions

Review the information presented in Objective 6 of the information sheet. Then read each of the scenarios below and decide which mail service you would use to best meet the requirements of the situation described; explain your selection on the blanks provided under each scenario.

Scenarios

1. Your boss calls you from a travel-agent convention at the Las Vegas Mirage, where she is to give a presentation. She has left her speech on her desk and must give her presentation in one hour.

   Which business-mail service would you select to meet this situation?

   ____

Assignment Sheet 2

Explain your answer. ______________________________

____

____

____

____

2. Your travel agency has just received 200 copies of a new brochure about the Princess Cruise Line. You will be mailing copies of the brochure to the 150 people your agency has arranged a cruise for in the last several months.

   Which business-mail service would you select to meet this situation?

   ____

   Explain your answer. ______________________________

   ____

   ____

   ____

   ____

3. Two large packages of brochures have arrived at your office. The brochures are about the Balloon Festival in Albuquerque, New Mexico. You ordered 200 brochures and you received 2000. You need to return to the festival committee the extra brochures that were mistakenly mailed to your agency.

   Which business-mail service would you select to meet this situation?

   ____

   Explain your answer. ______________________________

   ____

   ____

   ____

   ____

Assignment Sheet 2

4. You are in charge of mailing out the payments for the agency's monthly bills.

   Which business-mail service would you select to meet this situation?

   ____

   Explain your answer. ______________________________

   ____

   ____

   ____

   ____

5. Major Money has called you from his ranch in Texas. He says he needs a first-class ticket to Australia by the next afternoon. Major Money is an important client and you know from his travel history that he deplores standing in long lines at airports to pick up tickets. You must see that his ticket is delivered to him before 10 the next morning.

   Which business-mail service would you select to meet this situation?

   ____

   Explain your answer. ______________________________

   ____

   ____

   ____

   ____

Business Equipment and Procedures
Unit 8

Assignment Sheet 3—Compute Math Problems Using a Ten-Key Electronic Calculator

Name ______________________________ Overall rating __________

Evaluation criteria	**Rating**
• Directions have been followed.	______
• At least 4 out of 5 answers for *each* group of problems are correct.	______

Introduction This exercise is designed to acquaint you with the touch method and to make you comfortable, fast, and accurate when using the ten-key electronic calculator.

Exercise

Directions Use the ten-key calculator to compute each of the following problems.

1. Addition problems

a. 645	b. 554	c. 956	d. 132	e. 703
477	885	879	696	669
260	679	546	598	425
598	221	132	703	834
356	300	310	465	186

2. Subtraction problems

a. 246	b. 773	c. 582	d. 422	e. 620
-108	-583	374	-755	543
		-186	937	-812
		- 90	-629	758
		200	868	-246

Assignment Sheet 3

3. Credit balances

a.	b.	c.	d.	e.
645	726	193	328	132
-912	-983	-865	-548	108
		-411	176	-835
		72	-461	266
		500	259	74

4. Setting the decimal selector

Set the decimal selector to accommodate the amount with the largest number of decimal spaces.

a.	b.	c.	d.	e.
43.90	111.11	518.36	23.998	34.2
16.75	200.345	75	+ 56.5	75.16
2.25	150.26	98.206		+ 84.672
+ 55.666	+ 125.78	+ 183.44		

5. Setting the decimal selector at "+" (add mode)

a.	b.	c.	d.	e.
$ 25.75	$ 218.00	$ 75.16	$ 88.88	$ 150.49
100.56	3962.44	22.83	+ 44.44	+ 100.21
315.00	+ 571.21	78.47		
+ 75.82		50.19		
		+ 95.46		

6. Multiplication problems

a.	b.	c.	d.	e.
10	115	1.25	2.66	9684
× 9	× 235	× 25	× .6	× .35

Assignment Sheet 3

7. Division problems

   a. 78 ÷ 16 =

   b. 10.5 ÷ 4 =

   c. 750 ÷ 25 =

   d. 6593 ÷ 23 =

   e. 375 ÷ 500 =

8. Percentage problems

   a. 10% of 100 =

   b. 25% of 200 =

   c. 37% of $44.45 =

   d. 20% of $18.00 =

   e. 67% of $150.00 =

Assignment Sheet 3

9. Calculating sales commissions

Using the procedure for calculating percentages, calculate the commission each of the following travel agents earned on their sales.

Agent		Sales total	Percent of commission	Commission earned
a.	Amy Anderson	$2250.00	5%	
b.	Nick Carter	$5215.00	4%	
c.	Jennifer Gold	$4300.00	7%	
d.	Melissa Hamby	$3450.00	10%	
e.	Mark Kastle	$2275.00	6%	

10. Calculating discounts

The following represent tour packages that are to be sold at discount. Calculate the amount of discount and the sale price for each.

		Amount of discount	Sale (net) price
a.	$3060.00 less 4%		
b.	$972.00 less 8%		
c.	$1456.00 less 5%		
d.	$559.00 less 10%		
e.	$789.00 less 2%		

Business Equipment and Procedures
Unit 8

Assignment Sheet 4—Analyze and Correct Two-Way-Radio Transmissions

Name ______________________________ Overall rating __________

Evaluation criteria	**Rating**
• Directions have been followed.	______
• Problems were analyzed accurately.	______
• Transmissions are properly revised.	______

Introduction

Hotel employees and tour managers and guides must learn how to use a two-way radio to transmit polite, concise, and complete messages.

Exercise

Directions

Review the radio etiquette presented in Objective 12 of the information sheet, then read the following improper two-way-radio transmissions. Identify the key deficiency in each transmission and then rewrite the transmission correctly according to the guidelines outlined in Objective 12.

1. "Bob, this is Jimbo, valet numero uno. Would you get that fat old bag's luggage down here? I'm ready to roll."

   Problem(s): ______________________________

   ____

   ____

   ____

   ____

   Revision: ______________________________

   ____

   ____

   ____

   ____

Assignment Sheet 4

2. "Holy *!@@*! I've got a medical emergency here and need help fast!"

Problem(s): ____________________

Revision: ____________________

3. "Henry, you heard anything about the employee picnic? What time are we supposed to be ready and when do we leave?"

Problem(s): ____________________

Revision: ____________________

Assignment Sheet 4

4. "This is Jane of housekeeping. I'm in room 465. Could you send up a set of clean sheets and cases. You wouldn't believe the party No. 465 must have had in this room! It looks like the aftermath of the Great Orgy. Gladys told me that Senator Hinson was up here entertaining all night. Would you believe? They didn't even leave me a dime."

   Problem(s): ____________________

   Revision: ____________________

5. "Tour guide Sanders, here. We have an elderly, obese gentleman who is having difficulty on the trail. You'd better send medical help and a wheelchair."

   Problem(s): ____________________

   Revision: ____________________

Business Equipment and Procedures
Unit 8

Job Sheet 1—Process a Credit-Card Sale

Name ______________________________ Date ______________

Attempt ____________ Overall rating ____________

Evaluation criteria	Rating
• Completeness	______
• Accuracy	______
• Speed	______
• Neatness	______
• Smoothness of procedure (performed from memory)	______

Introduction

Credit-card sales transactions are just as valuable to the establishment as are the transactions involving the exchange of currency—and the accurateness you demonstrate in completing this transaction is just as important also. In this job sheet, you will practice using the materials and equipment used in completing this important transaction.

Equipment and Materials

- Credit cards
- Imprinter
- Sales drafts
- Pen
- Warning bulletin
- Bank authorization machine
- Cash register

Procedure

Note: Assume that your establishment accepts Master Card, Visa, American Express, and Diner's Club credit cards.

1. Check the card.

☐ a. Check to see that it is a card your establishment accepts.

☐ b. Check to see that the card has not expired.

☐ c. Check to see that the card has been signed.

Job Sheet 1

☐ d. Check for signs of mutilation or alteration.

☐ 2. *If* the card is acceptable, continue with the procedures; *if* the card is *not* acceptable, politely inform the customer and follow your establishment's policies for handling the situation.

☐ 3. *If* your establishment has a bank authorization machine, slide the card—signature facing you—through it, reading the digital window for instructions and entering the amount of sale from the customer check.

OR

If your establishment does not have a bank authorization machine, check the warning bulletins to see that the card is not listed.

Note: If the bank authorization machine reads "Not authorized" or the card is listed on the warning bulletin, follow your establishment's policies for this situation.

4. Imprint the card onto a sales draft.

☐ a. Prepare the imprinter for the transaction.

Note: Some credit-card imprinters, imprint the total amount of the transaction. The cashier must dial the amounts before imprinting the card. Other imprinters mark the date. Be sure that the date is correct before using the imprinter.

☐ b. Place the credit card in the imprinter face up.

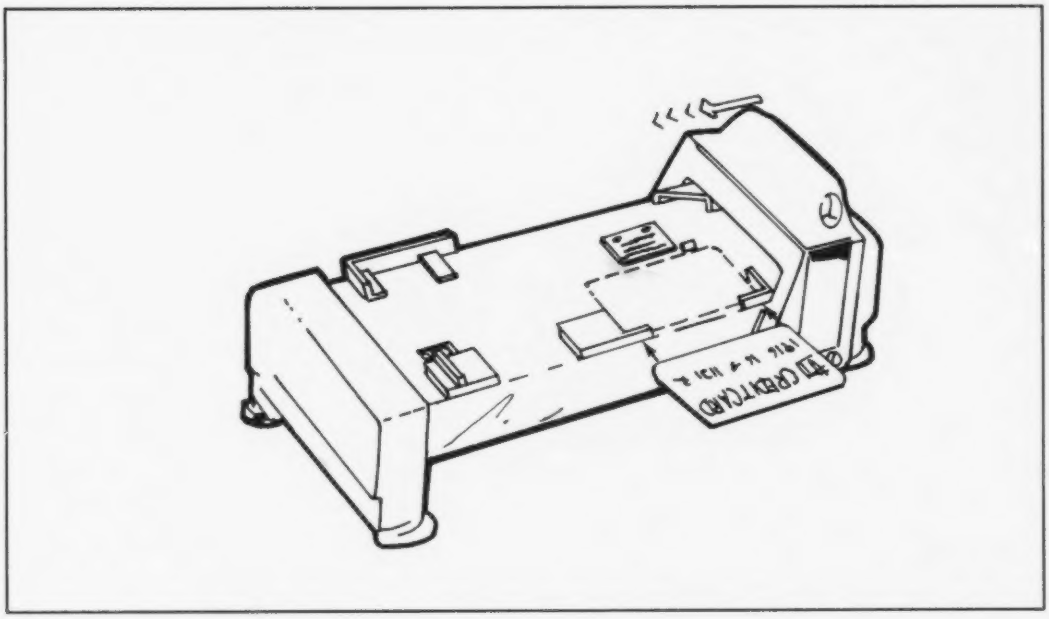
☐ c. Place the sales draft, face up, on top of the card.

☐ d. Push the imprinter handle all the way across the sales draft and slide it back again.

Note: As the bar presses down on the sales draft and the card, the raised letters on the card are transferred onto the draft through two layers of carbon paper. The imprinter may look similar to the one shown in Figure 1 or it may be an electronic imprinter that works in a similar manner.

Job Sheet 1

Figure 1



5. Remove the sales draft and check the imprint.

☐ a. Compare the sales draft to the credit card to be sure that the customer's name, account number, and expiration date show legibly and completely.

☐ b. Check to see that other imprinter information shows.

6. Fill in the sales draft.

☐ a. Place an "X" on the type of credit card if appropriate.

☐ b. Place an "X" on the box by "Expiration Date Checked."

☐ c. Write in the bank authorization number in the "Authorization" block just as it appears on the digital window of the bank authorization machine, if used; *if* not used, call the credit-card company, get an authorization number, and initial the authorization block.

Job Sheet 1

- ☐ d. Write in the date, unless it was imprinted by the imprinter.
- ☐ e. Describe the merchandise or service rendered on the lines provided.
- ☐ f. Write in the price of each item.
- ☐ g. Calculate and write in the sales tax (from tax chart or cash register if computed by register).
- ☐ h. Total the amounts.
- ☐ i. Have the customer write in a tip amount, if applicable.

☐ 7. Obtain card holder's signature on sales draft.

☐ 8. Compare the signature on the credit card with that on the sales draft.

Note: If the signature or names do not match, follow your establishment's policies for this situation.

☐ 9. Initial the block labeled "Clerk."

☐ 10. Seek further authorization as required by establishment's policy.

☐ 11. Tear off the customer's copy and return it to the customer, along with the credit card.

☐ 12. Ask the customer whether he or she wants the carbons or whether you should destroy them.

Note: The carbons contain all the information on the credit card and should be handled carefully because of the confidential information they contain. Give them to the customer or tear them in two and place them in a trash receptacle.

☐ 13. Place your copy of the sales draft in the appropriate place in the cash register.

Caution: To the business, the credit-card sales draft is just as valuable as money. It must be returned to the credit-card agency for money.

Job Sheet 1

Evaluator's comments: ______________________________

____

____

____

Job Application Skills
Unit 9

Objective Sheet

Unit objective

After completing this unit, the student should be able to identify, apply for, interview for, and accept or reject a job opportunity in the hospitality and tourism industry. The student will demonstrate these competencies by completing the assignment sheets and scoring a minimum of 85 percent on the written test.

Specific objectives

After completing this unit, the student should be able to

1. Match to their correct definitions terms associated with job application skills.
2. List places to seek help in finding a job in the hospitality and tourism industry.
3. Distinguish between characteristics of private and public employment agencies.
4. Match types of letters used in obtaining a job to their correct definitions.
5. Arrange in order the steps in the suggested schedule for the job application process.
6. Complete guidelines for using the telephone to arrange a job interview.
7. Identify basic information usually requested on job application forms.
8. Select from a list guidelines for completing job application forms.
9. List guidelines for taking pre-employment tests.
10. Describe the main areas of preparation for a job interview.
11. Distinguish between information to be gained before and information to be gained during a job interview.
12. Complete guidelines for dressing appropriately for a job interview.
13. List points an interviewer looks for during a job interview.
14. Complete a public employment-agency application. (Assignment Sheet 1)
15. Determine job requirements from classified ads. (Assignment Sheet 2)

Objective Sheet

16. Write a letter of application. (Assignment Sheet 3)

17. Role-play making a telephone appointment for a job interview. (Assignment Sheet 4)

18. Prepare a personal resumé. (Assignment Sheet 5)

19. Complete a job application form. (Assignment Sheet 6)

20. Complete a work-permit application form. (Assignment Sheet 7)

21. Complete a pre-employment test. (Assignment Sheet 8)

22. Participate as the applicant in a job interview role-play. (Assignment Sheet 9)

23. Write a follow-up letter. (Assignment Sheet 10)

24. Evaluate a job offer. (Assignment Sheet 11)

25. Write an acceptance letter. (Assignment Sheet 12)

26. Evaluate a job rejection. (Assignment Sheet 13)

Job Application Skills
Unit 9

Suggested Activities

Instructional plan

Preparation

- Review unit and plan presentation. Study the specific objectives to determine the order in which you will present the objectives.

  Review the unit introduction and teaching suggestions included in the delivery and application section below, and plan classroom activities. Also note the suggestions for media and supplemental materials.

  Plan your presentation to take advantage of student learning styles and to accommodate special-needs students.

- Obtain films, videotapes, and other media to supplement instruction of this unit. See ordering information in the suggested resources section.
- Make transparencies from the transparency masters included in this unit.
- Select teacher components (written test, student evaluation form) you want to distribute to your students. Copy and prepare these components for distribution.
- Prepare the classroom by putting up posters and charts and displaying articles and other references related to the objectives of this unit.
- The sample resumé in Student Supplement 7 is geared to a student with little work experience and is only one of several resumé formats. Obtain and make copies of samples of other resumé formats for persons with varied work histories.
- Arrange for a personnel director to speak to the class about interview techniques, and—if possible—to play the role of interviewer in the job interview role-play in Assignment Sheet 9.
- Arrange for a representative from a private or public employment agency to speak to the class about the services these agencies offer.

Suggested Activities

- Obtain, and make copies of, typical pre-employment tests given by businesses in the hospitality and tourism industry in your state.

- Speak to your principal or to the county superintendent of schools and find out your state's age limits and requirements regarding work permits.

Delivery and application

Unit introduction

The skill areas appearing in bold-face type in the unit introduction and teaching suggestions refer to the academic and workplace skills identified by the American Society of Training and Development (ASTD) and the U.S. Department of Labor. These have been adapted by MAVCC.

- Provide students with objective sheet. Discuss unit and specific objectives.

- Show the video *How Do I Find a Job?* While students watch the video, have them note the resources and techniques used for locating a job. After the students have viewed the video, conduct a class discussion based on the lists that the students have made. **(Listening for content; writing notes; orally communicating a thought or idea)**

Teaching suggestions

Objective 1 Match to their correct definitions terms associated with job application skills.

- Read and discuss with students the terms and definitions presented in this section of the information sheet. Make sure that students are clear about the distinction between *wage* and *salary*. **(Listening for content; applying technical terms)**

- Provide students with specific examples to illustrate the term *documentation*. **(Applying technical terms)**

- After reviewing the definition of the term *pre-employment test*, provide students with examples of typical pre-employment tests. Discuss preparation and techniques for taking such tests. **(Listening for content and directions; applying technical terms)**

Suggested Activities

- Discuss the term *work permit*. Inform the students of your state's age limits and requirements regarding work permits. **(Listening for content; applying technical terms)**

Objective 2 List places to seek help in finding a job in the hospitality and tourism industry. **Objective 3** Distinguish between characteristics of private and public employment agencies.

- Review the lists the students made after viewing the introductory video. Have students compare their lists with the resources listed in Objective 2 of the information sheet. **(Reading; critical thinking)**
- Display Transparencies 1 and 2. Call on students to tell you how they found out about jobs they have held or have applied for. Stress the effectiveness of "getting the word out" to a large network of family and friends. **(Listening for content; communicating a thought or idea)**
- Show the videotape *Job Hunt: Staying on Track*. Encourage students to take notes. Discuss in class the main points in the video. **(Listening for content; writing)**
- Discuss employment agencies as a resource for finding a job. Distinguish between public and private employment agencies. Read with students the notes and descriptions given in Objective 3 of the information sheet. **(Reading; listening for content)**
- Have an employment agency representative discuss the similarities and differences in the services offered by private and public employment agencies. **(Listening for content)**
- Hand out Assignment Sheet 1, "Complete a Public Employment-Agency Application" and Student Supplement 1, "Public Employment-Agency Application." Review the assignment's information and evaluation criteria. Read the public employment-agency application, pointing out that students will need their Social Security numbers and specific dates and addresses in order to complete the form. Assign the assignment sheet for homework to be completed by a specific date. **(Reading; listening for content; applying technical terms)**

Suggested Activities

- Discuss classified ads as a method of finding a job. Show students samples of classified-ad sections in small and large newspapers, both weekday and weekend editions. Teach students how to use the section headings, classified codes, and indexes that generally precede this section of the newspaper. **(Reading; listening for content; critical thinking)**

- Hand out Assignment Sheet 2, "Determine Job Requirements from Classified Ads" and Student Supplement 2, "Newspaper Want Ads." Review the information and evaluation criteria for the assignment. Ask for and answer any questions, and then allow the students adequate time to complete Part A of the assignment in class. When they have completed Part A, have students discuss their answers with the class. Assign Part B of the assignment sheet for homework to be completed by a specified date. **(Reading; writing; listening for content; listening for direction; applying technical terms; communicating a thought or idea)**

Objective 4 Match types of letters used in obtaining a job to their correct definitions. **Objective 5** Arrange in order the steps in the suggested schedule for the job application process.

- Show the videotape *Opening Doors*. Encourage students to take notes. Discuss in class the main points in the video. **(Listening for content; communicating a thought or idea)**

- Review business-letter formats and techniques for addressing envelopes and folding letters in Unit 7, "Work Communication Skills." (**Listening for content**)

- Hand out Student Supplement 3, "Sample Letter of Application." Discuss the characteristics and content of a letter of application, using the sample letter to illustrate your discussion. **(Reading)**

- Hand out Student Supplement 4, "Checklist for Completing Assignment Sheet 3." Discuss the characteristics and content of an acceptance letter, using the sample letter in Student Supplement 3 to illustrate your discussion. Review the checklist in Student Supplement 4 to familiarize students with the criteria on which they will be evaluated in Assignment Sheet 3. **(Reading; communicating a thought or idea)**

Suggested Activities

- Hand out Assignment Sheet 3, "Write a Letter of Application." Review the assignment's information and evaluation criteria. Ask for and answer any questions, and then assign the assignment sheet to be completed by a specified date. **(Reading; listening for content; listening for direction; communicating a thought or idea)**

- Discuss and read with students the steps in the suggested schedule for the job-application process outlined in Objective 5 of the information sheet. Explain that this is a *suggested* sequence only. For instance, the applicant may first obtain an application, or may first obtain and complete a work permit. Stress the need for making a copy of the resumé and application form, for preparing questions about the job and employer, and for anticipating questions that might be asked during the interview. **(Reading; listening for content)**

Objective 6 Complete guidelines for using the telephone to arrange a job interview.

- Discuss and review the guidelines outlined in Objective 6 of the information sheet. Explain that telephoning for a job interview is not always appropriate. Some businesses may want the applicant to apply in person and arrange for an interview then, and others will look through all applications and then call only those applicants they want to interview. **(Reading; listening for content; adapting to the organization's traditional modes of operation)**

- Hand out Student Supplement 5, "Recommended Practices for Using the Telephone to Arrange a Job Interview," Student Supplement 6, "Checklist for Completing Assignment Sheet 4," and Assignment Sheet 4, "Role-Play Making a Telephone Appointment for a Job Interview." Read with the students the information in Student Supplement 5 and discuss the checklist in Student Supplement 6. **(Reading; listening for content)**

  Review the assignment's introduction and evaluation criteria. Ask for and answer any student questions, and then assign Assignment Sheet 4 to be completed by a specified date. **(Reading; listening for direction)**

Suggested Activities

- Review the definition of the term *resumé*, and then provide students with the sample resumé in Student Supplement 7, "Sample Resumé," while displaying Transparency 3, "Resumé High Points." Point out the most-recent-to-least-recent format for listing work and educational experience. Discuss the term *reference* and the references used in the sample resumé. Ask students to provide you with actual examples of references they would use on their resumés and job applications. Hand out and discuss other resumé formats so that students may choose from a variety of formats when completing Assignment Sheet 5, "Prepare a Personal Resumé." **(Listening for content; applying technical terms; orally communicating a thought or idea)**

  Hand out Assignment Sheet 5. Review the introduction and evaluation criteria for the assignment. Ask for and answer any questions the students may have about writing and formatting a resumé, and then assign Assignment Sheet 5 to be completed by a specified date. **(Reading, listening for content; orally communicating a thought or idea; listening for direction)**

Objective 7 Identify basic information usually requested on job application forms. **Objective 8** Select from a list guidelines for completing job application forms.

- Discuss the basic information usually found on application forms, which is outlined in Objective 7 of the information sheet. In particular, read and discuss the note in this section, stressing that questions concerning race, creed, color, national origin, sex, age, veteran status, handicaps, or disabilities may not *legally* be asked on a job application. This law was enacted to prevent unfair discrimination in hiring practices. Exceptions are made if the business can prove that such information *directly affects the applicant's ability to perform the duties of the advertised job.* Tell students that if such questions appear on the application, they may choose to answer them with "N/A" or may answer such questions at their discretion. **(Reading; listening for content)**

- Discuss the application guidelines outlined in Objective 8 of the information sheet. Stress the importance of neat, legible *printing* and correct spelling and punctuation when completing forms. Encourage students to always make and fill out a copy of the application form to use for their rough draft. **(Reading; listening for content)**

Suggested Activities

- Show the videotape *The Application*. Encourage students to take notes. Discuss the main points in the video with the class. **(Listening for content; communicating an idea)**

- Hand out Assignment Sheet 6, "Complete a Job Application Form," and Student Supplement 8, "Job Application." Review the introduction and evaluation criteria. Read through the application with the students. Ask for and answer any questions, and then assign the assignment sheet to be completed by a specified date. **(Reading; listening for content; listening for direction)**

- Hand out Assignment Sheet 7, "Complete a Work-Permit Application Form" and Student Supplement 9, "Work-Permit Application Form." Assist students in completing the applicant's portion of the work-permit form. Assign the remainder of the form to be completed by a specified date. **(Reading; writing; listening for content; listening for direction)**

Objective 9 List guidelines for taking pre-employment tests.

- Review the guidelines presented in Objective 9 of the information sheet. Then hand out Assignment Sheet 8, "Complete a Pre-Employment Test." Review the assignment's introduction and evaluation criteria. Assign Assignment Sheet 8 to be completed in class on a specified date. After the students have taken the pre-employment test, critique their methods and scores. **(Reading; listening for content; listening for direction)**

Objective 10 Describe the main areas of preparation for a job interview.

- Discuss the main areas of preparation for a job interview, which are outlined in Objective 10 of the information sheet. Use Transparency 4, "Dress Appropriately" and Transparency 5, "Watch Your Posture" to illustrate the importance of appearance and posture. **(Reading; listening for content)**

Suggested Activities

Objective 11 Distinguish between information to be gained before and information to be gained during a job interview.

- Discuss and read with the students the information outlined in Objective 11 of the information sheet. Explain that information gained before the interview may be gathered through telephone contact, discussions with present employees of the business, the chamber of commerce, the business's personnel office, and brochures, pamphlets, and other literature from and about the business. Stress the importance of having an idea of the business's typical salary so that if asked salary requirements during the interview, the applicant will be prepared to name a realistic figure. **(Reading; listening for content)**

Objective 12 Complete guidelines for dressing appropriately for a job interview.

- Discuss and read with the students the guidelines for appropriate dress for a job interview outlined in Objective 12 in the information sheet. Use Transparency 4 to illustrate your discussion. Ask students what makes Winner Willie a winner and what makes Woeful Willie a loser when it comes to appropriate dress for a job interview. Write student responses directly on the transparency. **(Reading; listening for content; orally communicating thoughts and ideas)**

Objective 13 List points an interviewer looks for during a job interview.

- Show one or both of the following videotapes: *The Interview* or *Poise: The Art of Job Interviewing*. Encourage students to take notes. Discuss in class the main points in the video(s). **(Writing; listening for content; orally communicating thoughts or ideas)**

- Hand out Assignment Sheet 9, "Participate as the Applicant in a Job Interview Role-Play." Read with students the introduction and directions to the assignment. Assign scenarios by having students count off one, two, three, one, two, three until all members of the class have been assigned number 1 (the first scenario), number 2 (the second scenario), or number 3 (the third and final scenario). Read all scenarios with the students, and answer any questions the students have. Tell students to study their scenarios carefully and to pretend that they are the applicant described. Assign role-play interview times and dates to each student. Make it clear that this role-play is the high point of the lesson: students are to prepare, dress, and conduct themselves in a manner appropriate to a real job interview. **(Reading; listening for content; listening for directions)**

- Hand out Student Supplement 10, "Practice Interview Questions," Student Supplement 11, "Recommended Interviewing Practices," and Student Supplement 12, "Checklist for Completing Assignment Sheet 9." Read these supplements aloud and discuss in class. **(Reading)**

- Discuss Student Supplement 10, "Practice Interview Questions." Call on students to answer the questions orally in class. Discuss and critique answers with the class. Make suggestions for improvement as necessary. Assign the supplement to be completed for homework by a specified time. **(Orally communicating a thought or idea; critical thinking; listening for directions)**

- Explain that the checklist provided in Student Supplement 12 will be used to evaluate student role-plays in Assignment Sheet 9.

- Discuss Assignment Sheet 9. Ask for and answer any student questions. Have students complete Assignment Sheet 9. **(Reading; listening for content; listening for directions)**

Assignment Sheets 10 through 13

- Hand out Student Supplement 13, "Sample Follow-Up Letter," Student Supplement 14, "Checklist for Completing Assignment Sheet 10," and Assignment Sheet 10, "Write a Follow-Up Letter." Have students review the information in Unit 7, and then discuss the modified-block letter style that uses a standard format. Use the sample letter in Student Supplement 13 to illustrate your discussion. **(Reading; listening for content)**

  Read with students the information presented in the introduction and directions to Assignment Sheet 10 and discuss the checklist presented in Student Supplement 14. Ask for and answer any student questions and have students complete Assignment Sheet 10. **(Reading; listening for content; listening for directions)**

Suggested Activities

- Hand out Assignment Sheet 11, "Evaluate a Job Offer." Read with students the information presented in the introduction, directions, and scenarios. Provide class time for students to complete the questions at the end of the assignment sheet. When they have finished, call on students to volunteer their answers. Discuss student responses with the class. Use the suggested answers in the Answers to the Assignment Sheet section of this unit for guidelines. **(Reading; writing; listening for content; listening for directions; orally communicating a thought or idea)**

- Hand out Student Supplement 15, "Sample Letter of Acceptance," Student Supplement 16, "Checklist for Completing Assignment Sheet 12," and Assignment Sheet 12, "Write an Acceptance Letter." Have students review the information in Unit 7, and then discuss the modified-block letter style that uses indented paragraphs. Use the sample letter in Student Supplement 15 to illustrate your discussion.

  Read with students the information presented in the introduction and directions to Assignment Sheet 12 and discuss the checklist presented in Student Supplement 16. Ask for and answer any student questions and have students complete Assignment Sheet 12. **(Reading; writing; listening for content; listening for directions)**

- Hand out Assignment Sheet 13, "Evaluate a Job Rejection," and discuss and read the introduction, directions, and scenario with the students. Provide class time for the students to reread the scenario and to complete the questions that follow it. When students have finished, call on students to volunteer their answers. Discuss student responses with the class. Use the suggested answers in the Answers to the Assignment Sheets section of this unit for guidelines. **(Reading; writing; listening for content; listening for directions; orally communicating a thought or idea)**

Evaluation

- Evaluate assignment sheets. See the evaluation criteria listed at the top of each assignment sheet and the component Answers to Assignment Sheets.

- Give and evaluate written test. See the component Answers to Written Test.

Suggested Activities

- Compile written-test and assignment-sheet scores on the Unit Evaluation Form.
- Reteach and retest as required.

Suggested resources

Resources used in developing this unit

Print media

- *Individualized Cooperative Education (First Year).* Stillwater, Oklahoma: Oklahoma Department of Vocational and Technical Education/Curriculum and Instructional Materials Center, 1990.
- Sabin, William A. *The Gregg Reference Manual*, 6th ed. New York: Gregg Division/McGraw-Hill Book Company, 1985.
- Walker, Susan, et. al. *English II.* Stillwater, Oklahoma: Oklahoma Department of Vocational and Technical Education/Curriculum and Instructional Materials Center, 1983.

Suggested supplemental resources

Print media

- *School and Work Transitions*
- *Applying for Jobs*
- *Present a Positive Image*

Note: The pamphlets in the list above can all be obtained from Ohio State University, 1960 Kenny Road, Columbus, Ohio 43210-1090.

- *The Job Interview Process*
- *Preparing a Resumé and Writing a Letter of Application*

Note: The two resources directly above are competency test packages available from the Occupational Curriculum Lab, Secondary and Higher Education, East Texas State University, Commerce, Texas 75428, phone 214-886-5624.

Suggested Activities

Nonprint media

Note: All of the videotapes below are in color on ½-inch VHS format. They are available to Oklahoma teachers from the Oklahoma Department of Vocational and Technical Education, 1500 West Seventh Avenue, Stillwater, Oklahoma 74074-4364. All other teachers must order the videos from the addresses listed with each title.

- *How Do I Find a Job?* Agency for Instructional Technology, 1111 West 17th Street, Bloomington, Indiana 47402; phone 800-457-4509.

  This 13-minute, 1983 video explores the advantages and disadvantages of several ways to find job openings.

- *Opening Doors.* Agency for Instructional Technology (see address above).

  In this 13-minute, 1983 video, a job applicant learns from a personnel director how to organize and use a resumé, a letter of application, and references in applying for a job.

- *The Application.* Agency for Instructional Technology (see address above).

  In this 11-minute, 1983 video, two poorly prepared applicants are compared to one well-prepared applicant who arrives on time with a pen and complete information, fills out the application form adequately and truthfully, and carefully reviews it before returning it.

- *The Interview.* Agency for Instructional Technology (see address above).

  In this 11-minute, 1983 video, Mr. Hinson interviews a candidate for a clerical job and one for a maintenance job. Both candidates demonstrate proper interview behavior.

- *Poise: The Art of Job Interviewing.* Bob Bennett Videos, Duncan, Oklahoma 73553.

  This 15-minute, 1987 video demonstrates correct and incorrect ways of preparing for a job interview and of conducting oneself during the job interview. It also provides some basic interview procedures.

Suggested Activities

- *Job Hunt: Staying on Track*. University of Wisconsin-Madison, 964 Educational Science Building, Madison, Wisconsin 53706; phone 608-263-2929.

  This 7-minute, 1989 video shows job hunters how to first focus on themselves and the work world to choose their direction. They then learn ways to stay organized, motivated, and on track while looking for a job. Viewers will discover different ways to use the same methods most effectively. This is a good video for people entering the job market and adults who are in career transition.

- *Job Interviews: Tipping the Odds*. University of Wisconsin-Madison (see address above).

  This 8-minute, 1989 video relates job interviews to a game of skill. While there is an element of chance involved, developing the necessary skills and using them effectively will lead to success. The video also describes how to prepare for an interview and review how to afterwards assess how the interview went—including what to consider when offered a job.

Job Application Skills
Unit 9

Answers to Assignment Sheets

Assignment Sheet 1—Student performance should be evaluated according to the criteria listed on the assignment sheet.

Assignment Sheet 2—Student performance should be evaluated according to the criteria listed on the assignment sheet. Content for the exercise in Part A may be evaluated using the following as guides.

1. E, N
2. J, K, M, N, O
3. B, I, Q
4. J, K, P
5. E, P
6. G, I
7. D, E, F
8. I
9. J, K
10. A, B, C, E, N, O, Q
11. D
12. D, J, K
13. P
14. F
15. K
16. G, L
17. N, night phone; W, weekday phone; S, weekend phone
18. Equal opportunity employer

Assignment Sheets 3 through 7—Student performance should be evaluated according to the criteria listed on each assignment sheet.

Assignment Sheet 8—Student performance should be evaluated according to the criteria listed on the assignment sheet. Content of each item in the exercise may be evaluated using the following suggestions as guides.

A.
  1. c
  2. d
  3. e
  4. b
  5. b

Answers to Assignment Sheets

B. 6. have
7. is
8. Whose
9. its
10. 30

C. 11. The reference book, *Charm and Poise for Getting Ahead*, is now available from Martin's Book Store.

12. Examinations will be given for a number of different positions, for example, typist and general clerk, secretary, front-office manager, and concierge.

13. The meeting is now scheduled for December 12, 199-.

14. Our reservations manager, Ginger Smith, will call you.

15. He said, "I appreciate all the hard work you have put in during the renovation of our lobby area."

D. 16. e
17. a
18. a
19. d
20. c

E. 21. Two hundred seventy-three dollars and seventy-five cents

22. Sixty-one and one-third

23. Four and five one hundredths

24. One hundred percent or 100 percent

25. Six thousand three hundred seventy-two dollars and fifteen cents

F. 26. S
27. D
28. D
29. S
30. D
31. D
32. D
33. D
34. S
35. D

Answers to Assignment Sheets

G. 36-50 In renovating your new lobby, you have probably accumulated a great deal of up-to-date information on the subject of carpeting. However, there is something that you may not have considered in detail—the use of decorative tiles as an attractive flooring throughout the lobby.

This is a question that should be considered seriously. For instance, ten years ago, when a young architect decided to build a dream hotel, the idea that tiling could be used to complete the floor plan was out of the question. Unless you are well acquainted with the newest patterns in decorative tiles, however, you have no idea of the unusual effects that some of these patterns may have in lobby styling.

H. 51. c
52. a
53. c
54. d
55. d

Assignment Sheets 9 and 10—Student performance should be evaluated according to the criteria listed on each assignment sheet.

Assignment Sheet 11—Student performance should be evaluated according to the criteria listed on the assignment sheet. Content of the exercise may be evaluated using the following suggestions as guides. The purpose of this exercise is to teach the student to weigh the advantages and disadvantages of any job offer. Therefore, the following are suggested answers only. Student analyses and preferences may vary.

Job Offer 1

Advantages: In home community; pleasant personnel and work atmosphere; established business; excellent pay and adequate fringe benefits more than enough to pay your rent, automobile bills, and allow you to begin a savings account
Disadvantages: Must work alternate Saturdays and overtime; the work does not allow for contact with the public; the work will be routine, allowing for little decision making; there is not much possibility for advancement

Job Offer 2

Advantages: Large city opportunities; work with the public and some outside work; salary $200 above that of The Elmford
Disadvantages: Must commute (gasoline expense, extra hours on road) or move (moving expenses, finding new apartment and subletting present apartment); must buy uniforms

Answers to Assignment Sheets

Decision

Financially, the candidate would be wise to accept Job Offer 1 with The Elmford—at least for a year or so. This job, while routine and offering little chance for advancement, would allow a first-year high school graduate to meet his or her present financial obligations (apartment and automobile) while starting a savings account. In addition, the work atmosphere and personnel are pleasant and comfortable.

If the candidate accepted Job Offer 2, the costs of uniforms and gasoline for the commute (or moving expenses and downpayment and city rent on a new apartment) would greatly exceed the extra $200 a year that could be earned at Center City Central. While the work at Triple C would be more stimulating and city life more exciting, the candidate should look at the situation realistically and opt, at least temporarily, for the less exciting work.

Assignment Sheet 12—Student performance should be evaluated according to the criteria listed on the assignment sheet.

Assignment Sheet 13—Student performance should be evaluated according to the criteria listed on the assignment sheet. Content of items 1 through 3 may be evaluated using the following suggestions as guides.

1. Clean; appropriately dressed; cheerful, eager attitude; conducted self well during the interview
2. Unclean; inappropriately dressed; unsmiling, uncheerful attitude; conducted self poorly during the interview; may have presented a sob story about how he or she desperately needed the job
3. Explain that finding a job is work and that he or she must prepare for an interview and work hard to get a job. An interviewer can spot the candidate who has put a lot of thought and skill into dressing appropriately, finding out about the business, and learning interview techniques and etiquette. The interviewer assumes—usually correctly—that this person will also put the same amount of work into performing a job.

Job Application Skills
Unit 9

Answers to Written Test

1. a. 2
   b. 1
   c. 3
   d. 7
   e. 9
   f. 5
   g. 6
   h. 4
   i. 8
   j. 10
   k. 11
   l. 13
   m. 14
   n. 12

2. Answer should include any five of the following.

   - Employment agencies
   - High-school counselor
   - College or university advisor
   - College or university placement and personnel offices
   - Classified newspaper ads
   - Friends and relatives
   - Signs in windows of hotels and travel-related businesses

3. a, b, e

4. a. 2
   b. 1
   c. 3

5. a. 9
   b. 4
   c. 11
   d. 5
   e. 2
   f. 7
   g. 3
   h. 13
   i. 8
   j. 6
   k. 12
   l. 10
   m. 1
   n. 15
   o. 17
   p. 16
   q. 14

6. a. 1
   b. 3
   c. 4
   d. 3
   e. 1
   f. 2

7. a, d, e, g, i, l, n, p, q, r, t, u

Answers to Written Test

8. a, d, e

9. Answer should include any five of the following.

    - Take a few deep breaths before beginning the test.
    - Ask to move if the sun is in your eyes, you are sitting in a draft, or your seat is uncomfortable.
    - Follow tester's instructions.
    - Let the tester know if you cannot hear instructions.
    - Follow test directions.
    - Write or print clearly.
    - Go through the test in order, marking your answers carefully.
    - Answer the easiest questions first; do not spend a lot of time on one question.
    - Recheck your answers against the test questions, if time permits, making sure that your answer number matches the test-item number.

10. a. Plan to present clean, well-groomed, neat, and appropriate dress and good posture.
    b. Prepare to present information about the job and company.
    c. Prepare to present driver's license, driver's record, Social Security number/card, copy of resumé, and completed job application.

11. a, c, e, f, j, l

12. a. 1
    b. 3
    c. 4
    d. 1

13. Answer should include any four of the following.

    - Preparation
    - Qualifications
    - Experience
    - Attitude
    - Appearance
    - Personality

Job Application Skills
Unit 9

Written Test

Name ______________________________ Score ______________

1. Match to their correct definitions terms associated with job application skills. Write the numbers on the blanks provided. Definitions continue on the following page.

______a. Form to be filled out when applying for a job

______b. Name of a person who knows the applicant well and can give favorable information about the applicant's character and work abilities

______c. Papers to help prove facts

______d. Person not yet 18 years old

______e. Official document showing a minor to be of legal age; legal permission for a minor to take a job

______f. Brief history of a person's work background

______g. Situation in which the employer and job applicant meet face to face for evaluation and questioning

______h. Person or business that hires one or more persons to work for wages or salaries

______i. Instrument used to evaluate the applicant's knowledge and skills as they relate to a specific job or position

______j. Qualities or skills that fit the job applicant, or conditions or standards required of a position

______k. Payment for labor or services made on an hourly, daily, or piecework basis

1. Reference
2. Application
3. Documentation
4. Employer
5. Resumé
6. Job interview
7. Minor
8. Pre-employment test
9. Work permit
10. Qualifications
11. Wage
12. Applicant
13. Fringe benefits
14. Salary

Written Test

______l. Goods and services beyond wages or salaries that a business provides for employees

______m. Fixed payment for labor or services made on a regular basis, usually each two weeks or month

______n. Person applying for a job

2. List five places to seek help in finding a job in the hospitality and tourism industry. Write your answers on the blanks provided below.

a. ____

b. ____

c. ____

d. ____

e. ____

3. Distinguish between characteristics of private and public employment agencies. Write a "P" on the blank before each characteristic of public agencies.

______a. Offer employment in all areas

______b. Require no appointment

______c. Require an appointment

______d. Charge a fee for their services, usually a percentage of the applicant's beginning salary or wage

______e. Charge no fees for their services

______f. Offer specialized areas of employment

Written Test

4. Match types of letters used in obtaining a job to their correct definitions. Write the numbers on the blanks provided.

_____a. Letter written after you have been offered a job; in it you formally tell the employer that you will accept the position and its conditions

_____b. Letter submitted with or before the completed application form; in it you let the prospective employer know that you are interested in applying for a specific position

_____c. Letter written after you interview for a job but before you have heard about the business's hiring decision; in it you thank the employer for the interview and state once more your desire to fill the position for which you interviewed

1. Letter of application
2. Letter of acceptance
3. Follow-up letter

5. Arrange in order the steps (1 through 17) in the suggested schedule for the job application process. Write a "1" before the first step in the schedule, a "2" before the second step, and so on. Items continue on the next page.

_____a. Mail resumé and application forms.

_____b. Obtain employment application forms.

_____c. Prepare questions about the job and the employer.

_____d. Prepare a resumé.

_____e. Arrange for an interview.

_____f. Obtain and complete a work permit, if necessary.

_____g. Find out as much as you can about the business.

_____h. Gather the materials and documentation that you will take to the interview.

_____i. Make a copy of your completed resumé and application form.

_____j. Complete employment application forms.

_____k. Anticipate and practice answering questions the interviewer may ask.

______l. Complete pre-employment test, if necessary.

______m. Write a letter of application.

______n. Write a follow-up letter.

______o. Write acceptance letter for accepted job offer.

______p. Evaluate job if offered or evaluate job rejection.

______q. Interview for the position.

6. Complete guidelines for using the telephone to arrange a job interview. Write the correct number on the blank provided before each item below.

______a. Remember that this is the first contact you may have with the prospective employer; make that ______.

1. first impression a good one
2. appointment for a date two weeks distant
3. tone of your voice firm and confident
4. call as long as needed to convince the employer of your qualifications

______b. Be ______ and courteous.

1. cautious
2. firm
3. polite
4. pompous

______c. Do **not** ask over the phone ______.

1. the time of the appointment
2. the name of the interviewer
3. where you should pick up an application form
4. how much the job pays

______d. Before you call, plan, and jot down ______.

1. facts about the company
2. the interviewer's name
3. what you are going to say
4. your work history

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Written Test

______e. Jot down the interview ______ and the answers to your questions.

1. time and date
2. questions
3. answers
4. length

______f. Keep the contact person on your side as this person may be asked to ______ the applicants.

1. hire
2. help evaluate
3. be a reference for
4. provide orientation for

7. Identify basic information usually requested on job application forms. Write an "X" on the blank before each item usually requested.

Personal

______a. Name

______b. Date of birth

______c. Height, weight, hair and eye color

______d. Address

______e. Social Security number

______f. Number, names, and relationships of family members

______g. Telephone number

______h. Health specifics

Educational

______i. Schools attended

______j. Grade-point averages

______k. Courses taken

______l. Diplomas/degrees earned

Written Test

______m. Extracurricular activities

______n. Dates attended

Work experience

______o. Past supervisors' names

______p. Company names/locations

______q. Positions held

______r. Salary or wages earned

______s. Satisfaction with job

______t. Dates worked

______u. Duties performed

8. Select from the following list guidelines for completing job application forms. Write an "X" on the blank before each correct guideline.

______a. Read the instructions and read through the entire application before filling it out.

______b. Use a pencil or correcting typewriter so that mistakes can be easily corrected.

______c. Fill the application out clearly and neatly in long-hand (cursive).

______d. Spell correctly.

______e. Answer questions honestly and completely.

______f. If a question does not pertain to you, leave the answer line blank.

9. List five guidelines for taking pre-employment tests. Write your answers on the blanks provided below.

a. ____

b. ____

c. ____

d. ____

e. ____

Written Test

10. Describe the main areas of preparation for a job interview. Write your answers on the blanks provided with each of the following terms.

    a. Appearance—____

    ____

    b. Mental readiness—____

    ____

    c. Documentation—____

    ____

11. Distinguish between information to be gained before and information to be gained during a job interview. Write a "D" on the blank before each piece of information to be gained *during* the interview.

    ______a. Working conditions

    ______b. Name, position, and title of the person who will be doing the interviewing

    ______c. Security and safety precautions

    ______d. How to pronounce the interviewer's name

    ______e. Fringe benefits

    ______f. Salary or wages

    ______g. Scope of the business

    ______h. How long the employer has been in business

    ______i. Typical salary in this area for this type of job

    ______j. Public-relations information

    ______k. Whether there will be any pre-employment testing, and if so, a general idea of what to expect

    ______l. Opportunity for advancement

    ______m. How satisfied other employees are or have been with this employer

Written Test

12. Complete guidelines for dressing appropriately for a job interview. Write the correct number on the blank provided before each item below.

______a. Dress to fit the ______.

1. job for which you are applying
2. fads of the period
3. age of the interviewer
4. informality of the occasion

______b. Coordinate your clothing so that the colors, patterns, fabrics, and styles ______ your shape and body structure.

1. hide
2. emphasize
3. suit
4. contradict

______c. Be ______ and well groomed.

1. elaborate
2. faddish
3. formal
4. modest

______d. Be ______ in your dress and accessories.

1. conservative
2. conspicuous
3. casual
4. showy

13. List four points an interviewer looks for during a job interview.

a. ______________________________

b. ______________________________

c. ______________________________

d. ______________________________

Permission to duplicate this test is granted.

Job Application Skills
Unit 9

Unit Evaluation Form

Student name ______________________________ Unit rating __________

Assignment-sheet ratings

Assignment Sheet 1—Complete a Public Employment-Agency Application Rating ______

Comments: ____

____

Assignment Sheet 2—Determine Job Requirements from Classified Ads Rating ______

Comments: ____

____

Assignment Sheet 3—Write a Letter of Application Rating ______

Comments: ____

____

Assignment Sheet 4—Role-Play Making a Telephone Appointment for a Job Interview Rating ______

Comments: ____

____

Assignment Sheet 5—Prepare a Personal Resumé Rating ______

Comments: ____

____

Assignment Sheet 6—Complete a Job Application Form Rating ______

Comments: ____

____

Unit Evaluation Form

Assignment Sheet 7—Complete a Work-Permit Application Form Rating ______

Comments: ____

____

Assignment Sheet 8—Complete a Pre-Employment Test Rating ______

Comments: ____

____

Assignment Sheet 9—Participate as the Applicant in a Job Interview Role-Play Rating ______

Comments: ____

____

Assignment Sheet 10—Write a Follow-Up Letter Rating ______

Comments: ____

____

Assignment Sheet 11—Evaluate a Job Offer Rating ______

Comments: ____

____

Assignment Sheet 12—Write an Acceptance Letter Rating ______

Comments: ____

____

Assignment Sheet 13—Evaluate a Job Rejection Rating ______

Comments: ____

____

Unit Evaluation Form

Written-test scores

Pretest ______ Posttest ______ Other ______

Comments: ____

____

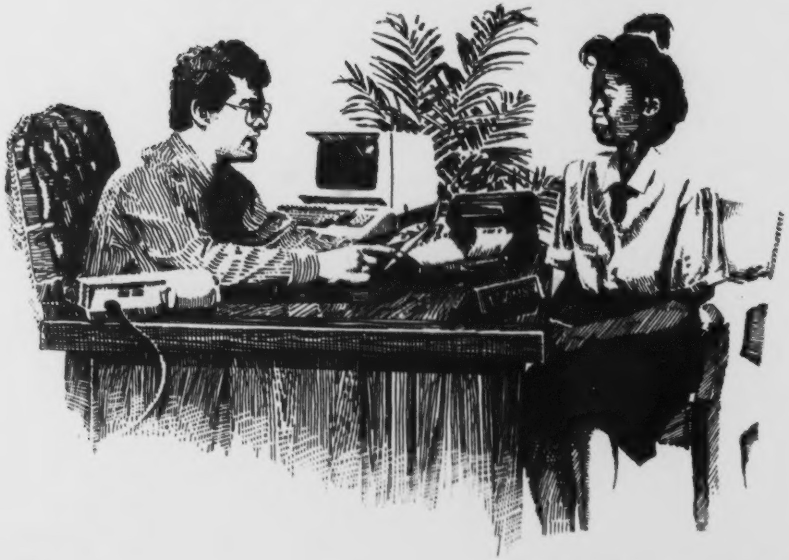
____

Teacher signature ______________________________ Date __________

Student signature ______________________________ Date __________

Permission to duplicate this form is granted.

Help in Finding Jobs



Private agency

- Charges a fee for its services
- Helps you find the right job
- Finds jobs that will fit you
- Requires that you make an appointment

Public agency

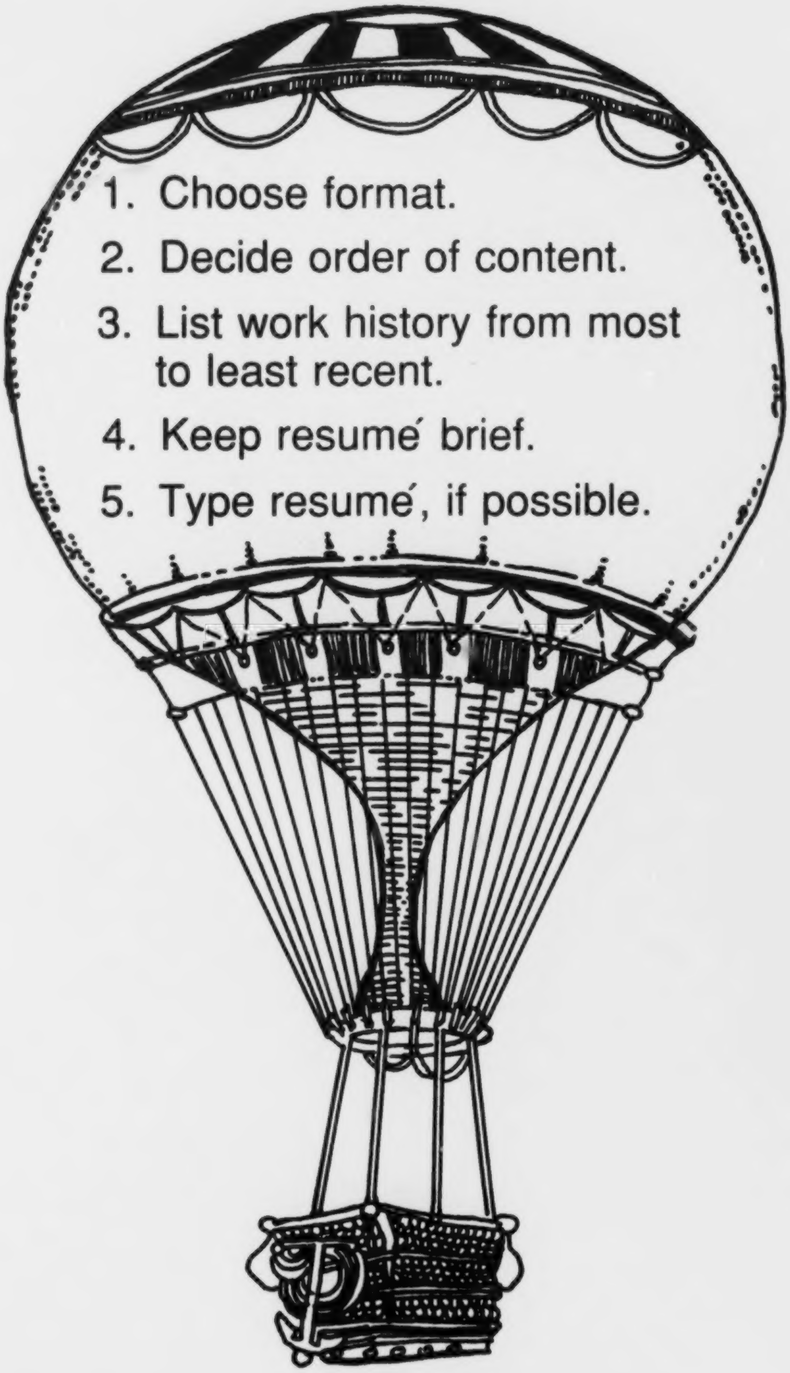
- Does not charge a fee for its services
- Is supported by citizens' tax dollars
- Finds workers for all types of jobs
- Does not require that you make an appointment

Help in Finding Jobs
(Continued)

- Employment agencies
- School counselors/advisors
- Placement and personnel offices

- Newspapers
- Friends and relatives
- Signs in windows of businesses

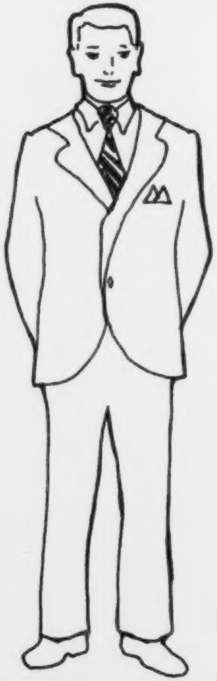
Resume´ High Points



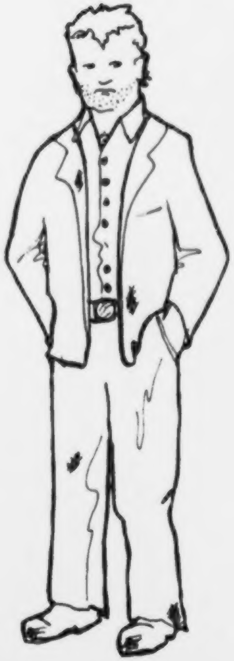
1. Choose format.
2. Decide order of content.
3. List work history from most to least recent.
4. Keep resume´ brief.
5. Type resume´, if possible.

Dress Appropriately

What qualities make one of these applicants a "winner" and the other "woeful"?

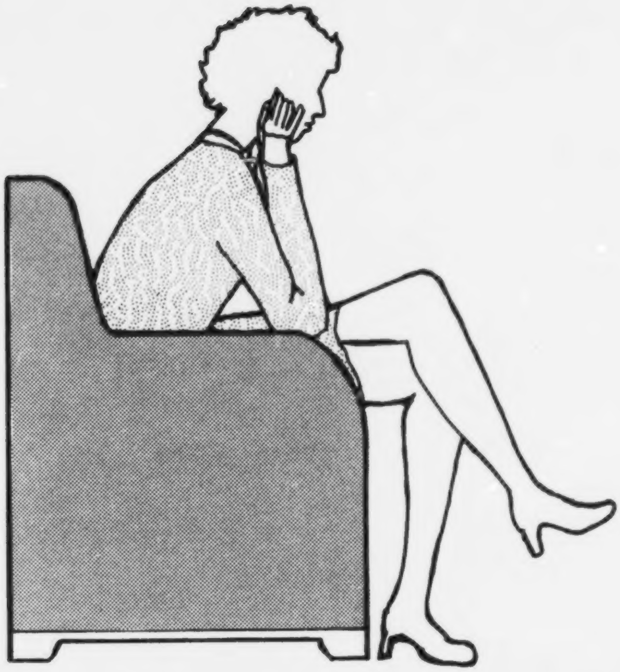


Winner Willie

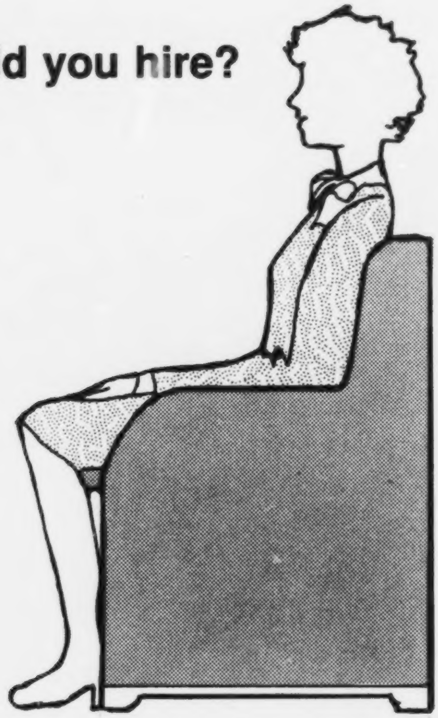


Woeful Willie

Watch Your Posture!



Which one would you hire?



Job Application Skills
Unit 9

Information Sheet

1. **Terms and definitions associated with job application skills**

- **Applicant**—Person applying for a job

- **Application**—Form to be filled out when applying for a job

  Examples: Public employment-agency application, job application (see Student Supplements 1 and 8)

- **Documentation**—Papers to help prove facts

  Examples: Birth certificate, driver's license, driving record, Social Security card, passport, job recommendation, verification of past employment

- **Employer**—Person or business that hires one or more persons to work for wages or salaries

- **Fringe benefits**—Goods and services beyond wages or salaries that a business provides for employees

  Examples: Employee health insurance, vacations, sick leave, Christmas bonus, dental insurance, holidays, uniforms, educational classes and programs

- **Job interview**—Situation in which the employer and job applicant meet face to face for evaluation and questioning

- **Minor**—Person not yet 18 years old

- **Pre-employment test**—Instrument used to evaluate the applicant's knowledge and skills as they relate to a specific job or position

- **Qualifications**—Qualities or skills that fit the job applicant, or conditions or standards required of a position

- **Reference**—Name of a person who knows the applicant well and can give favorable information about the applicant's character and work abilities

  Examples: Former employers, teachers, supervisors.

- **Resumé**—Brief history of a person's work background (see Student Supplement 7)

Information Sheet

- **Salary**—Fixed payment for labor or services made on a regular basis, usually each two weeks or month
- **Wage**—Payment for labor or services made on an hourly, daily, or piecework basis
- **Work permit**—Official document showing a minor to be of legal age; legal permission for a minor to take a job (see Student Supplement 9)

2. **Places to seek help in finding a job in the hospitality and tourism industry**

- Employment agencies
- High-school counselor
- College or university advisor
- College or university placement and personnel offices
- Classified newspaper ads (see Student Supplement 2)
- Friends and relatives

  Note: Be sure to let people know the type of work you desire.

- Signs in windows of hotels and travel-related businesses

3. **Characteristics of private and public employment agencies**

a. **Private employment agencies**

Note: Private employment agencies are listed in the classified-ads section of the newspaper and in the yellow pages of the telephone directory.

- Charge a fee for their services, usually a percentage of the applicant's beginning salary or wage
- Offer specialized areas of employment
- Require an appointment

b. **Public employment agencies**

- Charge no fees for their services
- Offer employment in all areas
- Require no appointment

Information Sheet

4. Types of letters used in obtaining a job and their definitions

- **Letter of application** (cover letter)—Letter submitted with or before the completed application form; in it you let the prospective employer know that you are interested in applying for a specific (usually advertised) position (see Student Supplement 3)

  Note: After receiving this letter, the prospective employer generally calls to arrange an interview, sends an application form, or tells you where to come to complete an application form.

- **Follow-up letter**—Letter written after you interview for a job but before you have heard about the business's hiring decision; in it you thank the employer for the interview and state once more your desire to fill the position for which you interviewed (see Student Supplement 13)

- **Letter of acceptance**—Letter written after you have been offered a job; in it you formally tell the employer that you will accept the position and its conditions (see Student Supplement 15)

5. Steps in the suggested schedule for the job application process

- **Step 1:** Write a letter of application.
- **Step 2:** Arrange for an interview.
- **Step 3:** Find out as much as you can about the business.
- **Step 4:** Obtain employment application forms.
- **Step 5:** Prepare a resumé.
- **Step 6:** Complete employment application forms.
- **Step 7:** Obtain and complete a work permit, if necessary.
- **Step 8:** Make a copy of your completed resumé and application form.
- **Step 9:** Mail resumé and application forms.
- **Step 10:** Complete pre-employment test, if necessary.
- **Step 11:** Prepare questions about the job and the employer.

  Note: Write these questions in a small notebook.

- **Step 12:** Anticipate and practice answering questions the interviewer may ask.

Information Sheet

- **Step 13:** Gather the materials and documentation that you will take to the interview:

  — copy of your resumé
  — copy of your application form
  — any documentation needed
  — a pen and the notebook that you wrote your questions in

- **Step 14:** Interview for the position.

- **Step 15:** Write a follow-up letter.

- **Step 16:** Evaluate job if offered or evaluate job rejection.

- **Step 17:** Write acceptance letter for accepted job offer.

6. Guidelines for using the telephone to arrange a job interview

- Remember that this call is the first contact you may have with the prospective employer; make that first impression a good one.

- Before you call, plan and jot down what you are going to say.

- Be polite and courteous.

- Jot down the interview time and date and the answers to your questions.

- Do **not** ask over the phone how much the job pays.

- Keep the contact person on your side as this person may be asked to help evaluate the applicants.

7. Basic information usually requested on job application forms

- **Personal**—Name, address, telephone number, Social Security number

  Note: Personal questions concerning race, creed, color, national origin, sex, age, veteran or marital status, handicaps, or disabilities may not legally be asked on a job application unless the business proves that such information is vital to the applicant's ability to perform assigned job duties.

  Some companies may ask to see your original Social Security card as well as know your Social Security number. A driver's record is often required when you apply for a position that requires driving. A computer printout of your record may be obtained from your state motor-vehicle bureau/department.

Information Sheet

- **Educational**—Schools attended, diplomas/degrees earned, dates attended
- **Work experience**—Company names/locations, positions held, duties performed, salary or wages earned, dates worked

8. **Guidelines for completing job application forms**

- Read the instructions and read through the entire application before filling it out.
- Use a pen or a typewriter.
- If using a pen, always use either blue or black ink.
- If using a pen, print neatly and clearly.

  Note: It is sometimes helpful to fill out a copy of the application first for practice. This helps eliminate errors and messiness.
- Spell correctly.
- Answer questions honestly and completely.
- If the question does not pertain to you, write "N/A" in the blank to indicate that you have read the question and did not merely forget to answer it.

9. **Guidelines for taking pre-employment tests**

- Take a few deep breaths before beginning the test.
- Ask to move if the sun is in your eyes, you are sitting in a draft, or your seat is uncomfortable.
- Follow tester's instructions.
- Let the tester know if you cannot hear instructions.
- Follow test directions.
- Write or print clearly.
- Go through the test in order, marking your answers carefully.
- Answer the easiest questions first; do not spend a lot of time on one question.
- Recheck your answers against the test questions, if time permits, making sure that your answer number matches the test-item number.

Information Sheet

10. **Main areas of preparation for a job interview and their descriptions**

    - **Appearance**—Plan to present clean, well-groomed, neat, and appropriate dress and good posture.
    - **Mental readiness**—Prepare to present information about the job and company.
    - **Documentation**—Prepare to present driver's license, driver's record, Social Security number/card, copy of resumé, and completed job application.

11. **Information to be obtained before and during the job interview**

    a. **Information obtained before the interview**

    Note: It is important to learn all that you can about the company or business before you interview for a job. This information will help you ask the right questions during the interview, which in turn will improve your chances of getting the job you want.

    - Name, position, and title of the person who will be doing the interviewing
    - How to pronounce the interviewer's name
    - Whether there will be any pre-employment testing, and if so, a general idea of what to expect
    - Typical salary in this area (state or city) for this type of job
    - How long the employer has been in business
    - How satisfied other employees are or have been with this employer
    - Scope of the business

      Examples: Is the business a franchise or a chain? Does the employer own or operate other such businesses in other locations?

    b. **Information obtained during the interview**

    - Working conditions

      Examples: Hours of work, pay period, dress regulations, unions and professional organizations you may be expected to join, hiring policies

    - Security and safety precautions

Information Sheet

- Public-relations information

  Examples: Relations between the business and the community and among the employees and the public

- Salary or wages

- Fringe benefits

- Opportunity for advancement

12. Guidelines for dressing appropriately for a job interview

Note: It is very important that the applicant make the best impression possible from the *beginning* of the interview. Most interviewers form an opinion within the first four to six minutes of the interview.

- Dress to fit the job for which you are applying.

- Dress better for the interview than you normally would for a day on the job.

- Coordinate your clothing so that the colors, patterns, fabrics, and styles are suitable for your shape and body structure.

- Be modest and well groomed: wear

  — clean, simply styled hair
  — clean and neatly trimmed nails
  — buttoned shirt or blouse
  — fashionable but modest skirt length
  — well-fitting clothes (not too tight)
  — polished shoes

- Be conservative in your dress and accessories: avoid wearing

  — the newest fads or overdressing
  — too much makeup
  — too much cologne or aftershave lotion
  — large, flashy jewelry
  — sunglasses

Information Sheet

13. Points an interviewer looks for during a job interview

Note: The following points are not listed in order of importance. Different employers will place varying degrees of value on the items listed below.

- Preparation
- Qualifications
- Experience
- Attitude
- Appearance
- Personality

Job Application Skills
Unit 9

Student Supplement 1—Public Employment-Agency Application

Applicant — Please print. Social Security number	Matching registration	Summer job ☐ Yes ☐ No
Name (last, first, middle initial)		

Address

City	State	ZIP Code	County

Telephone number	Sex ☐ Male ☐ Female	Birth date Mo. Day Year

If needed for work, do you have:

☐ Tools ☐ Driver's license ☐ Other (explain)

☐ Auto ☐ Chauffeur's license

Circle highest school grade completed.

Grade school										High school			College		BA		MA		PhD
0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19

List any special schooling or training you have taken (include military).

Name of school	Course	Length	Date ended	Degree

Student Supplement 1

Work History *Describe your most important jobs (including military service). Begin with the most recent.*				
Company name				Company address
Job title			Duration *(in months)*	Job duties
Date job ended Mo. Yr.	Salary Dollars Cents	Pay unit	Reason for leaving	
Company name				Company address
Job title			Duration *(in months)*	Job duties
Date job ended Mo. Yr.	Salary Dollars Cents	Pay unit	Reason for leaving	
Company name				Company address
Job title			Duration *(in months)*	Job duties
Date job ended Mo. Yr.	Salary Dollars Cents	Pay unit	Reason for leaving	

Job Application Skills
Unit 9

Student Supplement 2—Newspaper Want Ads

The following newspaper help-wanted ads are similar to those that would appear in any classified section of a newspaper, although they are lettered to help you complete Assignment Sheet 2. Read the ads carefully to learn what information employers typically provide prospective applicants.

Thiscity *World Gazette*

425 — Hotel/Motel

PARK PLAZA HOTEL

(A) Under new ownership & mgmt. Seek experienced executive housekeeper and room attendants. 300+ rms.
7000 E. Slaton Dr.

RESIDENCE INN
BY MARRIOTT

(B) Need smiling, dependable suite attendant, must be outgoing & willing to work. Also need suite inspectors with experience. Apply in person: Mon-Fri 9-3 at 8181 E. 41st St. No phone calls please. EOE

IMMEDIATE OPENING

(C) Pool attendant & groundsperson. Raintree Inn at 6th and Duck. 555-8701.

ADMINISTRATIVE
ASSISTANT

(D) Fee paid. Good telephone skills & experience. Light typing, able to accept some responsibility, pleasant manner, excellent working conditions. $17,000 plus bonus & profit sharing.
MARKEL'S TRAVEL AGENCY
Call 555-5251 9 to 5 p.m.

Yourtown *News Post*

Employment
Miscellaneous **2160**

HELP WANTED

(E)
- CLEANING CREW $200-400 wk
  Will Train 555-5505
- CLERK/RESERVATIONISTS
  To $7.50/hr No exper
  555-5505

Jobs Plus Listing Service
$40 fee

(F) Guys and gals w/chauffeur's license can earn $250-$350 wk! N: 555-1993 W: 555-0371 S: 555-0040.

EARN $150/WK!

(G) Looking for part-time valet eves & wkends. P.O. Box 418 Tulsa, OK.

(H) **Airport Shuttle Driver**
MARGARITA MOTEL
1436 W. 78th Ave 555-1820

(I) PART-TIME CASHIER needed in well-stocked, busy downtown Hotel Markett gift shop.
Salary commensurate with experience. Apply in person Hotel Markett, Suite 508, Grand & Markett St. 9-2 p.m.

Student Supplement 2

Bigcity *Times*

49g — Professional & Administrative

(J)

RITZ PLAZA HOTEL
OPENING JAN 1ST!

We are seeking a talented individual who can perform the full duties of HOTEL MANAGER. 2 yrs. or more exper. required. Member of AHMA. Knowledge of administrative supervision, budgeting, personnel hiring practices desired.

We offer competitive salary, paid life insurance, thrift plan, credit union, 11 paid holidays and much more.

Interested candidates should send resumé & salary requirements to Personnel Department, Ritz Plaza Hotel, P.O. Box 2357, OK City, 54988, or call Bob Rutledge 800-555-5671, X224. EOE.

(K)

PBX SUPERVISOR

Active, Denver-based convention hotel seeks a PBX supervisor/trainer to manage the department. Requirements: 2 yrs. supervisory experience. Familiarity with Rolm Switchboard, hotel operations, hotel fire panels. Compensation: competitive salary, stock option, medical, relocation expenses.

Please send confidential resumé of experience, ed., and salary history to Robert P. Smytheson, Suite 652, Denver Sands Hotel, Denver, CO 80202 or (800) 555-2900.

Anycity *Post Herald*

49b — Help Wanted — Misc.

(L) HIGHLY qualified guest-service manager needed immediately. Excellent salary & benefits. P.O. Box 3351, Greencastle, OK.

(M)

TELEPHONE OPERATOR

Exper. Salary negotiable.

The Gateway Hotel

800-555-1933 880-555-0230
for appointment, Clovix, OK

(N)

HOTEL POSITIONS

Cashier
Night Auditor
Mail Clerk (2)
Bell Attendant
Driver (3)
Concierge
Front-Office Help

Snelling & Snelling Employment Agency. 800-555-0091.

(O)

HOTEL HELP

Housekeepers, Maintenance, Front Desk, Cooks. Full time.
1-800-555-2969

(P) Married couple needed to manage motel, resumé req. Honest, hard working, no experience needed, from 8 a.m.-2 p.m. Strafford House
11328 E. 11th St.

(Q) SANTE FE INN taking applications in restaurant & housekeeping. Apply in person 6101 N. Santa Fe 9 a.m. to 12 p.m.

(R)

CUSTODIAN
PEACHTREE HOTEL
6311 E. Admiral

Job Application Skills
Unit 9

Student Supplement 3—Sample Letter of Application

Sample letter: block-style format

1717 Maple Street
Stillwater, OK 74074
(405) 555-7024
December 9, 199-

Ms. Katherine Oakes
Personnel Manager
Thundercloud Motel
680 Forest Road
Tulsa, OK 74074

Dear Ms. Oakes:

Please consider me for the position of reservations clerk advertised December 8 in the *Tulsa World*.

I meet all qualifications required for the position. Before graduating from high school in 199-, I worked two summers as a housekeeper with Travel Inn here in Stillwater. For the past two years I have been employed full-time as a ticket agent with Global Travel. I am "computer literate" and skilled in making reservations, planning routes and computing ticket costs, answering questions about schedules and fares, maintaining records and tickets, and dealing with the public.

Enclosed, please find my completed application and resumé. I am willing to relocate in Tulsa, and am available for an interview at your convenience. You can reach me during the day at the above number, and in the evenings at 800-555-1211.

Thank you for your consideration. I look forward to hearing from you.

Sincerely,

Sandy V. Hotaling

Sandy V. Hotaling
Ticket Agent

Enclosure

Job Application Skills
Unit 9

Student Supplement 4—Checklist for Completing Assignment Sheet 3

Below is a checklist for completing Assignment Sheet 3, "Write a Letter of Application." Look over these criteria before you turn in your completed letter of application.

Checklist	YES	NO
Format		
• Block style	☐	☐
• Single-spaced	☐	☐
• Letterhead or return address	☐	☐
• Appropriately punctuated dateline	☐	☐
• Accurate and appropriately punctuated inside address	☐	☐
• Colon after salutation	☐	☐
• Comma after complimentary closing	☐	☐
• Signature	☐	☐
Appearance		
• Adequate margins (1½ to 2 inches at top; 1 inch at bottom and sides)	☐	☐
• Neatly typed (no crossouts)	☐	☐
• No misspellings or typos	☐	☐
• Signed in blue or black ink	☐	☐
Content		
• Where learned about the job	☐	☐
• Why interested in the job	☐	☐
• Why qualified for the job	☐	☐
• Request for application form and interview	☐	☐

Note: This is flexible as you may have already made arrangements by phone for an interview. If you have completed an application form and resumé, they should be noted as enclosures and mailed with your letter.

Student Supplement 4

Checklist (cont.)	YES	NO
• Included phone number where you can be reached for an interview appointment	☐	☐
Note: Your phone number and area code should be included in the letter's return address or letterhead.		
• Included a thank-you	☐	☐
Tone		
• Businesslike	☐	☐
• Pleasant	☐	☐

Comments: ____

____

____

____

Job Application Skills
Unit 9

Student Supplement 5—Recommended Practices for Using the Telephone to Arrange for a Job Interview

Below is a list of recommended practices for using the telephone to arrange for a job interview. Read these guidelines carefully to help you prepare for arranging a job interview by telephone.

- Take a friendly tone, and keep a smile in your voice.

- State your name and the reason you are calling.

  Example: "This is Susan Walker and I'm calling about your ad for unit manager that appeared in last night's *NewsEdition*. I would like to make an appointment for an interview, please."

- Ask what would be the best date and time for you to come in for the interview.

  Note: You must also have a time in mind in case the question is turned around and you are asked what time would be best for you.

- Ask for and write down the name and title of the person who will be conducting the interview.

  Note: Write the name the way it would be pronounced if it is difficult to pronounce.

- Write down the day, time, and place of the interview.

- Ask whether you should pick up an application form or whether the employer will send it to you before the interview.

- Ask if there will be a pre-employment test administered before or after the interview.

  Note: If there will be a pre-employment test, find out as much as you can about it (length of time, types of questions, materials needed, and so on).

- Ask whether there is anything specific that you should bring with you to the interview.

  Examples: Samples of your work, specific documentation, work permit

- Thank the contact person for his or her helpfulness.

Job Application Skills
Unit 9

Student Supplement 6—Checklist for Completing Assignment Sheet 4

Below is a checklist for completing Assignment Sheet 4, "Role-Play Making an Appointment for a Job Interview." Look over these criteria before you perform your role-play, and then hand this sheet to your instructor. Be prepared for comments from your instructor and your classmates when you have completed your assignment.

Checklist	YES	NO
• Prepared before calling	☐	☐
• Identified self immediately	☐	☐
• Immediately stated reason for calling	☐	☐
• Asked about the best time for an interview appointment	☐	☐
• Asked for the name (and pronunciation if necessary) and position of the interviewer	☐	☐
• Was courteous and friendly	☐	☐
• Thanked the receptionist by name	☐	☐
• Recorded the interview date, hour, place, and name of interviewer	☐	☐
• Asked how to obtain an application form	☐	☐
• Asked about a pre-employment test	☐	☐

Comments: ______________________________

____

____

____

Job Application Skills
Unit 9

Student Supplement 7—Sample Resumé

RESUME´

Pat Singleton
494 South River Street
Mytown, Mystate 77704
Social Security No. 485-27-2765

Job objective:	Front-office manager in a large hotel	
Education:	1988-1992	Anytown High School, Anytown, Yourstate (Grade average: 2.9 on a 4.0 scale)
	1989-1991	Progress Vo-Tech, Progressville, Yourstate (Grade average: 3.2 on a 4.0 scale)
Subjects studied:	Mathematics (general, algebra, elementary accounting) Psychology I Business Management	
Student activities:	Secretary/Treasurer, Student Service Organization; Treasurer, Church Youth Fellowship Organization	
Work experience:	1989-Present Part-time	Sales Clerk, Mandy's Fashions Anytown Main Mall Anytown, Yourstate 77702 Duties: Sales, coordinating displays and shop window, cash register, inventory
	Summer 1991	Reservations Clerk Anytown Travel Agency 1707 Main Street Yourtown, Yourstate 77704 Duties: Telephone and face-to-face sales, computer search and scheduling, price estimating and discounting, mailing
	Summers 1989, 1990	Receptionist, Countryside Inn Route 3, Box 14 Anytown, Yourstate 77702 Duties: Public relations, telephone and face-to-face reservations, computer, some supervision of temporary help

Student Supplement 7

Equipment skills: Skilled at using WordPerfect 5.1, IBM and MAC computers, processing credit-card transactions, processing telex reservations, using a FAX machine, and typewriter.

References:

Mrs. Amanda Jones
Owner
Mandy's Fashions
Anytown Main Mall
Anytown, Yourstate 77702
405-555-7171

Mr. George Comfy
Manager
Countryside Inn
Route 2, Box 14
Anytown, Yourstate 77702
405-555-8720

Mr. Robert Traveller
Owner/Supervisor
Anytown Travel Agency
1707 Main Street
Yourtown, Yourstate 77704
405-555-1247

Mrs. Jerri Smith
Youth Director
Parkwiew Church
711 Fellowship Circle
Anytown, Yourstate 77702
405-555-4581

Job Application Skills
Unit 9

Student Supplement 8—Job Application

IHT-373

APPLICATION FOR EMPLOYMENT

DATE ______________

SS # ______________

Name ____
(Last) (First) (Middle)

Telephone # ______________

Present address ____
Street address City State

Phone where you can be reached if not at above number

Telephone # ______________

Are there any periods during the year when you will not be available for work? Yes ______ No ______
When? ______________________

What is the earliest date you will be available to start work? ______________________

Are you licensed or certified by any trade or profession? Yes ______ No ______ Kind of license? ______________________

Have you worked for this company before?
Yes ______ No ______ When? ______________

How did you hear of employment opportunities at this company?

______ Self-referral
______ Advertisement
______ Friend or relative
______ Employment agency
______ Other

Position desired: First preference will be given first consideration

1. ______________________
2. ______________________
3. ______________________

Is there a minimum salary acceptable? Yes ______
No ______ If yes, what amount? ______________

How long do you wish employment?
Years ______ Months ______

I will accept:
Full-time ______ Part-time ______
Temporary ______
(6 mos. or less)

If part-time, what hours can you work? ______________
____
____

How do you feel you are qualified for the position(s) applied for?
____
____
____
____

EDUCATION: List in order the educational institutions you have attended if applicable

Dates From	To	Name of institution	Major & minor courses pursued	Degree or certificate
High school				
College or univ.				
Vocational, technical, or trade schools				

May we contact your present employer for references? ______

Employer ______________________ (Present or most recent) Address ______________________ Street City State

Phone ______________

Name and title of supervisor ______________________ From Month ______ Year ______

Your job and description of duties ______________________ To Month ______ Year ______

______________________ Pay $______ Per ______

Reason for terminating this employment ______________________

Employer ______________________ Address ______________________ Street City State

Phone ______________

Name and title of supervisor ______________________ From Month ______ Year ______

Your job and description of duties ______________________ To Month ______ Year ______

______________________ Pay $______ Per ______

Reason for terminating this employment ______________________

Employer ______________________ Address ______________________ Street City State

Phone ______________

Name and title of supervisor ______________________ From Month ______ Year ______

Your job and description of duties ______________________ To Month ______ Year ______

______________________ Pay $______ Per ______

Reason for terminating this employment ______________________

REFERENCES

1. ______________________ Name Address Phone
2. ______________________ Name Address Phone
3. ______________________ Name Address Phone
4. ______________________ Name Address Phone
5. ______________________ Name Address Phone

The above information is requested to become acquainted with your qualifications and IS NOT an offer of employment.

I certify that all of the information stated in this application is true to the best of my knowledge and belief, and I authorize you to refer to any former employers or others to verify the statements made.

____
Signature

EQUAL OPPORTUNITY EMPLOYER

This agency does not discriminate on the basis of race, creed, color, national origin, sex, age, veteran status, qualified handicap, or disability.

Job Application Skills
Unit 9

Student Supplement 9—Work-Permit Application Form

No. 600

APPLICATION

FILL IN AND RETURN TO ISSUING OFFICER TO SECURE CERTIFICATE OF AGE FOR EMPLOYMENT.

WM. R. "BILL" PAULK
Commissioner

State Department of Labor
Suite 118, State Capitol
Oklahoma City, Okla. 73105

County ______________________ City ______________________

Date ______________________, 19 ______

TO BE FILLED OUT BY APPLICANT

Name of applicant ______________________ Resides at ______________________

Date of birth (Month) ________ (Day) ________ (Year) ________ Birthplace ______________________

Grade in which enrolled ________ School ______________________ Last grade completed ________

Name of person with whom residing ______________________ Relationship ______________________

Mailing address ______________________ Remarks ______________________

TO BE FILLED OUT BY EMPLOYER

Upon presentation of an Employment Certificate, the Minor Named above will be Employed by:

Name of firm ______________________ Address ______________________ Telephone ______________________

At the following occupation ______________________ Hours of work: From ______________ to ______________

And from ______________ to ______________ for ______________________ days per week

Will attend ______________________ Date ______________________, 19 ______

____
(Signature of employer)

(over)

Student Supplement 9

TO BE FILLED OUT BY PARENT OR GUARDIAN

This is to certify that I am the ______________________ ______ of the above minor and that I hereby consent to his or her employment by the above employer provided said minor is first issued an employment certificate as required by law. I further certify that he or she was born on the date above written and that I have been requested by the issuing officer to submit to him or her one of the documentary proofs of the date of birth and in the order listed below and do submit the proof indicated. SCHOOL RECORDS CANNOT BE ACCEPTED. LEGAL PROOF OF AGE MUST BE ONE OF THE FOLLOWING:

Birth certificate ____________________ Certificate of baptism ____________________ Bible record ____________________

Certificate of confirmation or other church ceremony at least one year old __________ Certificate of arrival in the United States ____________________

Life insurance policy at least one year old ________________. A certificate signed by two physicians, one of whom shall be a public health officer or public

school medical inspector ____________

It is agreed that irregular attendance or unsatisfactory classwork will be sufficient cause for cancellation of this program.

Date ________________________, 19____ ________________________________

(Signature of parent or guardian)

PRINCIPAL'S OR TEACHER'S RECOMMENDATION

I, the undersigned (recommend ☐, do not recommend ☐, have no recommendation to make ☐) that ____________________________

be given an employment certificate, provided ____

____

____

(Signature of principal or teacher)

WF5177

WM. R. "BILL" PAULK
Commissioner of Labor

Job Application Skills
Unit 9

Student Supplement 10—Practice Interview Questions

Job interviews involve a question/answer situation. The applicant is expected to answer many different questions. It is important for you to think before answering questions. Then, you should be brief, positive, and honest in answering. The following are questions that might be asked when applying for various jobs. Use them as practice for Assignment Sheet 9 in which you will role-play the applicant in a job interview scenario. This exercise may also be useful to you before going to an actual interview.

Questions concerning race, creed, color, national origin, sex, age, veteran or martial status, handicaps, or disabilities cannot legally be asked on a job application or during a job interview. Unfortunately, some employers continue to ask such questions. Answer such questions at your discretion as openly and honestly as possible.

Think of a specific job that interests you (or choose one advertised in the want ads you found in Part B of Assignment Sheet 2), and then answer the following questions as you would at an actual interview for that position. Ask yourself why each question might be asked. Write down brief answers in the spaces provided. Be prepared to discuss your answers with your instructor and classmates.

- Where do you go to school? ______________________________

- When will you graduate? ______________________________

- What did you like best and what did you like least about the jobs and activities you have performed?

  ____

  ____

- Do you have a handicap or health problem that would prevent you from performing the duties of this job?

  ____

  ____

- What salary (or wage) did you earn at your previous job? At what salary (or wage) do you expect to start?

  ____

  ____

Student Supplement 10

- Describe the training you have had. How has this training prepared you for this job?

- What are some of your special abilities and interests?

- What skills do you possess?

- What machines can you operate?

- What personal characteristics do you think are needed to succeed in this position?

- Is there an area in which you feel you need improvement or additional training in order to perform in this position?

- How do you think your last supervisor would describe your strengths and weaknesses? Would this be an accurate description in your opinion? Why or why not?

Student Supplement 10

- How many people have you supervised at work or through organizations of which you are a member?

  ____

  ____

- This job requires working one weekend a month (or split-shift work). Would you be able to work this type of schedule?

  ____

  ____

- How, specifically, could you contribute to our operation? Why should we hire you?

  ____

  ____

  ____

  ____

- How do you feel about overtime and being on time for work?

  ____

  ____

- How do you feel about purchasing, maintaining, and wearing a uniform?

  ____

  ____

- Would you be willing to relocate? To move closer to your work?

  ____

  ____

- When could you start work?

  ____

  ____

Student Supplement 10

- Why would you like a job with this operation?

____

____

- Why did you leave your last job?

____

____

- Do you think you are a team player? A "people" person?

____

____

- Why do you want *this* job?

____

____

- Is there anything else you would like to tell us about yourself?

____

____

- Do you have any questions you want to ask us?

____

____

Job Application Skills
Unit 9

Student Supplement 11—Recommended Interviewing Practices

Being interviewed is not always easy. You have only a few minutes to make a good impression. Your attitude, personality, and appearance—as well as your preparation for the interview and your work experiences—are all points that the interviewer looks for and evaluates during the interview. Your behavior before, during, and after the interview will strongly influence the impression you make. The following practices will help you "sell yourself" during a job interview.

Below is a list of recommended practices for interviewing for a job. Read these guidelines carefully to help you prepare for a successful job interview.

- Prepare for the interview.
- Arrive 5 or 10 minutes early to give yourself a little time for orientation.
- Go to the interview alone, unless otherwise requested.
- Introduce yourself to the receptionist and interviewer and state the purpose of the visit.
- Greet by name the person who will interview you.
- Shake hands firmly if the interviewer extends the offer.
- Sit down when the interviewer indicates that you should.
- Sit quietly until the interviewer opens the interview.
- Try not to show nervousness.

  Note: Keep your hands motionless by clasping them in your lap, if necessary.
- Maintain good posture.
- Maintain eye contact with the interviewer.
- Listen carefully and take notes as necessary for a memory aid.
- Do not smoke or chew gum.
- Show a real interest in the job for which you are interviewing.
- Be friendly and use good manners.
- Be brief, positive, and honest when answering questions.

Student Supplement 11

- Avoid using slang or offensive language no matter how relaxed the interviewer makes you feel.
- Be ready to talk about your strengths, your individual work experiences, and your special skills.
- Discuss *positive* aspects of yourself, not negative aspects of others or previous employers.
- Wait until the end of the interview to ask the questions you have written down concerning the job.
- When the interviewer concludes the interview, politely thank the interviewer for his or her time and consideration.
- Offer to provide the interviewer with any additional information requested.
- If you are not told, ask how many other applicants are being considered for the position and when you can expect to hear of the hiring decision.

Job Application Skills
Unit 9

Student Supplement 12—Checklist for Completing Assignment Sheet 9

Below is a checklist for completing Assignment Sheet 9, "Participate as the Applicant in a Job Interview Role-Play." Look over these criteria before your interview role-play, and then hand this sheet to your instructor. Be prepared for comments from your instructor and your classmates when you have completed your assignment.

Checklist	YES	NO
Preparing for the interview		
• Were you clean, well groomed, and neat?	☐	☐
• Did you wear appropriate clothes and shoes for the type of job for which you were applying?	☐	☐
• Did you take an ink pen and a copy of your resumé and application with the information you may have needed about Social Security number, references, addresses, dates employed, and dates attended school?	☐	☐
• Did you go to the interview alone, not taking parents, friends, children, or spouse with you?	☐	☐
• Were you on time for the interview?	☐	☐
• Did you know the name and title of the interviewer?	☐	☐
• Did you pronounce the interviewer's name correctly?	☐	☐
• Did you know important facts about the employer, such as name, kind of business, products and services offered, reasons the business needed a new employee, how long the business had been in operation, where the business had other accommodations or holdings?	☐	☐
• Were you prepared with appropriate questions?	☐	☐
Examples: How many other people perform this job? Who will be my supervisor? Are there opportunities for job advancement?		
• When you met the receptionist, did you smile, introduce yourself, state that you had an appointment, follow the receptionist's instructions, and wait patiently?	☐	☐

Student Supplement 12

Checklist (cont.)	YES	NO
Participating in the interview		
• Did you enter the interview room with poise and greet the interviewer by name?	☐	☐
• Did you shake hands firmly if the interviewer offered his or her hand?	☐	☐
• Did you introduce yourself?	☐	☐
• Did you seat yourself at the interviewer's invitation?	☐	☐
• Did you avoid showing signs of nervousness?	☐	☐
• Did you take care not to place personal things on the interviewer's desk, smoke, or chew gum?	☐	☐
• Did you look alert, interested, and enthusiastic?	☐	☐
Note: Sitting slightly forward on the chair gives an alert appearance.		
• Were you confident and courteous?	☐	☐
• Did you look directly at the interviewer and smile when answering questions?	☐	☐
• Did you refrain from mumbling and using slang expressions?	☐	☐
• Did you use proper grammar and answer questions clearly and completely?	☐	☐
• Did you avoid interrupting the interviewer?	☐	☐
Anticipating interviewer's questions and volunteering proper information		
• Did you avoid giving all "yes" and "no" answers?	☐	☐
• Did you avoid criticizing former employers?	☐	☐
• Did you refrain from talking about personal problems?	☐	☐
Note: The interviewer will be interested in what you can contribute to the business, rather than what the business can do for you. Do not use a sob story about how desperate you are for a job.		

Student Supplement 12

Checklist (cont.)	YES	NO
• Did you show copies of your work or letters of recommendations if applicable?	☐	☐
• Did you find a true, positive statement concerning your reasons for leaving previous jobs, even if you were fired?	☐	☐
Examples: "I was fired, but I have learned from my mistakes."		
"I was laid off because they did not need as many employees during the slow season."		
• Did you try to mention your best qualities in relation to something concrete?	☐	☐
Example: "I earned 75 percent of my expenses while going to school" is better than "I am a hard worker and want to get ahead."		
• If you found yourself talking too long, did you give the lead back to the interviewer by saying, "Perhaps you have some other questions to ask me?"	☐	☐
• Were you prepared for personal questions about your home life and your parents' occupations?	☐	☐
• Were you prepared to respond to questions concerning politics, religion, or economics?	☐	☐
• Did you show an interest in the employer and job by asking questions?	☐	☐
• Did you really try to sell yourself?	☐	☐
• Did you give the interviewer an opportunity to mention salary and fringe benefits?	☐	☐
Note: If the interviewer failed to supply this information, ask about the business's policies regarding salary/fringe benefits.		
Closing the interview	☐	☐
• Did you watch for signs that the interview was over, such as the interviewer shuffling papers or moving around in the chair?		
• Did you ask, "May I make one more point," or "Would you be interested in . . . ?" if the interviewer seemed to be ending before all of your important selling points had been made?	☐	☐

Student Supplement 12

Checklist (cont.)	YES	NO
• Did you thank the interviewer by name for the time and leave promptly?	☐	☐
Following the Interview		
• Did you write a follow-up letter, call, or visit again to express your interest in the job and to find out the status of your candidacy?	☐	☐

Job Application Skills
Unit 9

Student Supplement 13—Sample Follow-Up Letter

Sample follow-up letter: modified-block, standard format

Note: In the modified-block style, the dateline, complimentary closing, and signer's identification all begin at the center of the page. All other lines begin at the left margin. This is the most commonly used business-letter style.

1717 Maple Street
Stillwater, OK 74074
(405) 555-7024
December 12, 199-

Ms. Katherine Oakes
Personnel Manager
Thundercloud Motel
680 Forest Road
Tulsa, OK 74074

Dear Ms. Oakes:

Thank you so much for interviewing me yesterday, December 11, for the position of reservations clerk. (I was the applicant from Stillwater who works for a travel bureau.) I enjoyed talking with you and learning more about the position and the operation of the Thundercloud Motel.

I feel confident that I have the personal qualities and meet the qualifications necessary to fill the position, so I eagerly await your decision. If you have additional questions or want to clarify any point, I can be reached during the day at the number above.

Thank you again.

Sincerely,

Sandy V. Hotaling

Sandy V. Hotaling

Job Application Skills
Unit 9

Student Supplement 14—Checklist for Completing Assignment Sheet 10

Below is a checklist for completing Assignment Sheet 10, "Write a Follow-Up Letter." Look over these criteria before you turn in your completed follow-up letter.

Checklist	YES	NO
Format		
• Modified-block, standard format	☐	☐
• Single-spaced	☐	☐
• Letterhead or return address	☐	☐
• Appropriately punctuated dateline	☐	☐
• Accurate and appropriately punctuated inside address	☐	☐
• Colon after salutation	☐	☐
• Comma after complimentary closing	☐	☐
• Signature	☐	☐
Appearance		
• Adequate margins (1½ to 2 inches at top; 1 inch at bottom and sides)	☐	☐
• Neatly typed (no crossouts)	☐	☐
• No misspellings or typos	☐	☐
• Signed in blue or black ink	☐	☐
Content		
• Thank-you for the interview	☐	☐
• Stated desire to fill position	☐	☐
• May request to know your status in the job-search process	☐	☐
• May ask when you can expect to hear about the business's hiring decision	☐	☐
• Included phone number where you can be reached	☐	☐
Note: Your phone number and area code should be included in the letter's return address.		

Student Supplement 14

Checklist	YES	NO
• Included a closing thank-you	☐	☐
Tone		
• Businesslike	☐	☐
• Pleasant	☐	☐

Comments: ______________________________

____

____

____

Job Application Skills
Unit 9

Student Supplement 15—Sample Letter of Acceptance

Sample letter: modified-block format with indented paragraphs

Note: This style is formatted the same as the modified-block style, the only difference being that the paragraphs in the letter's body are indented five spaces.

1717 Maple Street
Stillwater, OK 74074
(405) 555-7024
December 15, 199-

Ms. Katherine Oakes
Personnel Manager
Thundercloud Motel
680 Forest Road
Tulsa, OK 74074

Dear Ms. Oakes:

I am very pleased and happy to accept the position of reservations clerk offered by the Thundercloud Motel.

Today I turned in my resignation notice to Global Travel. Though I have enjoyed my work with Global very much, I am excited about the prospect of working for Thundercloud. This week, I will begin looking for a convenient apartment in your area and would certainly appreciate any suggestions you may have that might make my move easier.

Thank you again for your time and consideration. If you have further instructions or questions, do not hesitate to call. I will be at Global during the day for the next two weeks (number above), and am eager to report to work for Thundercloud on January 4, at 8 a.m.

Sincerely,

Sandy V. Hotaling

Sandy V. Hotaling

Job Application Skills
Unit 9

Student Supplement 16—Checklist for Completing Assignment Sheet 12

Below is a checklist for completing Assignment Sheet 12, "Write an Acceptance Letter." Look over these criteria before you turn in your completed letter of acceptance.

Checklist	YES	NO
Format		
• Modified-block with indented paragraphs	☐	☐
• Single-spaced	☐	☐
• Letterhead or return address	☐	☐
• Appropriately punctuated dateline	☐	☐
• Accurate and appropriately punctuated inside address	☐	☐
• Colon after salutation	☐	☐
• Comma after complimentary closing	☐	☐
• Signature	☐	☐
Appearance		
• Adequate margins (1½ to 2 inches at top; 1 inch at bottom and sides)	☐	☐
• Neatly typed (no crossouts)	☐	☐
• No misspellings or typos	☐	☐
• Signed in blue or black ink	☐	☐
Content		
• Formally tells employer that you will accept the position	☐	☐
• May ask questions about details of beginning the job	☐	☐
• May ask if the employer has further questions or instructions	☐	☐
• May verify the date and time that you are to report for your first day of work	☐	☐
• Included phone number where you can be reached	☐	☐

Note: Your phone number and area code should be included in the letter's return address.

Student Supplement 16

Checklist	YES	NO
• Included a closing thank-you	☐	☐
Tone		
• Businesslike	☐	☐
• Pleasant	☐	☐

Comments: ______________________________

Job Application Skills
Unit 9

Assignment Sheet 1—Complete a Public Employment-Agency Application

Name ______________________ Overall rating __________

Evaluation criteria	Rating
• Directions have been followed.	______
• Form is printed in blue or black ink or typed neatly.	______
• Form is printed or typed with no misspellings.	______
• Information presented is accurate.	______
• All questions are answered or completed with an "N/A."	______

Introduction

Public and private employment agencies can often help a person find a suitable job. In order to match their applicants with the right job, they require that each applicant complete an application. The application usually asks for the applicant's education, special skills, availabilities, job preferences, and work history.

Exercise

Directions

Review Objectives 2 and 3 in the information sheet, and locate the public employment-agency application form in Student Supplement 1.

Using your actual Social Security number and work and school experience, fill out the application form in Student Supplement 1. You would be wise to make a copy of the application for your rough draft. In this way, your final application will be clean, neat, complete, and free of errors.

Job Application Skills
Unit 9

Assignment Sheet 2—Determine Job Requirements from Classified Ads

Name ______________________________ Overall rating __________

Evaluation criteria	**Rating**
• Directions have been followed.	______
• At least 12 of the 18 questions in Part A are answered correctly.	______
• Ads selected in Part B are relevant and student responses are logical.	______

Introduction

Classified ads are a good place to begin when looking for a job. However, to use classified ads effectively, you must be familiar with their location, layout, and the information they are likely to contain.

In large newspapers and in Sunday editions, classified ads may completely fill one or more sections of the newspaper. Both large and small newspapers usually devote the last or next-to-last sections of the paper to classified ads. Classified ads are organized by job categories. They may be blind (you respond to a box number) or they may be placed by public or private agencies and businesses that list their addresses and business phone numbers. Most ads give a very brief (and sometimes abbreviated) summary of the position to be filled, but some larger businesses may provide a very detailed description of both the position and the qualifications desired in the prospective employee.

Exercise

Part A **Interpret and select jobs from sample classified ads**

Directions Locate and read Student Supplement 2, "Newspaper Want Ads." Find the answers to the questions below in the ads in the student supplement. Write the letters of the correct ads on the blanks provided.

____________1. Which ads are listed by a public or private employment agency?

____________2. Which ads list a toll-free telephone number?

Assignment Sheet 2

____________3. Which ads specifically require that you apply in person?

____________4. Which ads specifically ask for a resumé?

____________5. Which ads state that no experience is necessary?

____________6. Which ads seek part-time help?

____________7. Which ads list salary or pay figures?

____________8. Which ad states that the salary paid will depend on the applicant's experience?

____________9. Which ads list the name of a contact person?

____________10. Which ads seek more than one position?

____________11. Which ad states that the employment agency fee is paid?

____________12. Which ads offer specific benefits such as medical and moving expenses and profit sharing?

____________13. Which ad is seeking a married couple?

____________14. Which ad states that a chauffeur's license is needed?

____________15. Which ad has been placed by a hotel outside the state of Oklahoma?

____________16. Which ads are "blind ads?"

17. What do "N," "W," and "S" mean in ad F?

____

____

18. What does "EOE" mean in ads B and J?

____

____

Assignment Sheet 2

Part B **Interpret and select jobs from the classified ads in your local newspaper.**

Directions Look up help-wanted ads in the classified section of your local newspaper. Choose *three* jobs that interest you and for which you feel qualified. Clip the ads and tape them in the spaces provided below. On the blanks provided under each ad space, write your qualifications for the job.

1.

____

____

____

____

2.

____

____

____

____

Assignment Sheet 2

3.

____

____

____

____

Job Application Skills
Unit 9

Assignment Sheet 3—Write a Letter of Application

Name ______________________________ Overall rating __________

Evaluation criteria	**Rating**
• Directions have been followed.	______
• Letter is completed according to checklist criteria in Student Supplement 4.	______
• Envelope is properly addressed.	______
• Letter is properly folded and inserted in envelope.	______

Introduction

Your letter of application, or cover letter, is a very important tool in getting a job. It must be perfect in every way: format, appearance, and content.

Exercise

Directions

Locate Student Supplements 3 and 4.

Study the sample letter of application in Student Supplement 3. Then, write a letter of application based on one of the classified ads you located in Assignment Sheet 2, Part B. Make a rough draft, and then lay out, type, and space your letter according to the block-style format you learned in Unit 7, "Work Communication Skills."

Use the checklist in Student Supplement 4 to check your letter before folding it, inserting it in a properly addressed envelope, and handing it to your instructor for evaluation.

Assignment Sheet 3

Use this page to begin a rough draft of your letter.

Job Application Skills
Unit 9

Assignment Sheet 4—Role-Play Making a Telephone Appointment for a Job Interview

Name ______________________ Overall rating __________

Evaluation criteria	Rating
• Directions have been followed.	______
• Student role-play followed checklist criteria presented in Student Supplement 6.	______

Introduction

Most employers seeking employees will require you to make an appointment to arrange for a job interview. Making an appointment by telephone accomplishes two things. First, it shows that you are interested in saving the employer's time. Second, it shows that you are thoughtful for asking about the best time for the employer to see you.

However, using the telephone to arrange for a job interview is not always appropriate. Some businesses do not want or expect all applicants to call for an interview. These businesses review all applications and then call only those applicants they want to interview. Be sure to follow the procedures requested in the specific situation.

Exercise

Directions

Review the information presented in Objective 6 of the information sheet.

Locate and review the information in Student Supplements 5 and 6.

Read the want ads on the following page and prepare a role-play in which you make an interview appointment by telephone for one of the want ads presented.

Your performance in the role-playing exercise will be evaluated according to the criteria in the checklist presented in Student Supplement 6.

Assignment Sheet 4

Want ads

1.

HELP WANTED

Reservations Agent. Executive Park Hotel. Two years' experience in transmitting SCI, AA status etc. over the BSR (CRO) and processing advance payments. Honest, dependable, mature individual. 5000 E. West Ave., Suite 510 K, 555-1993 W, 555-3976 S.

2.

FERNQUIST MILTON HOTEL
1400 Northwest Expressway

Under new ownership and management. Front-office manager experienced in operation in HIS in association with IBM 36 CRT. Large international clientele. Second language helpful. Full time. 555-4576. Alonso Rex.

3.

DOGWOOD EAST now taking applications for evening shuttle service driver. Must be 21 years of age and hold current chauffeur's license. Non-smoker. Experienced, mature individual desired.
Job Finders, Inc. $50 fee. 555-9701

4.

MAGIC CARPET TRAVEL looking for travel agent. Two years experience desired. Competitive salary, excellent fringe benefits. Part-time permanent. 555-8602. Shelley McInnes.

Job Application Skills
Unit 9

Assignment Sheet 5—Prepare a Personal Resumé

Name ______________________________ Overall rating __________

Evaluation criteria	**Rating**
• Directions have been followed.	______
• Resume´ is complete and information is accurate.	______
• Resume´ is neatly typed in a professional format.	______
• Resume´ information is easily readable and applicable to position.	______
• Resume´ is grammatically and mechanically correct.	______

Introduction

A personal resumé is a detailed record of your work and educational experience. In a letter of application, you briefly tell the prospective employer how *selected* work and school experiences qualify you for the advertised position. In a resumé, however, you generally include *all* of your work and educational history over the past ten years or so.

This information is arranged by date from your present job to your least recent job. Your educational experience should also be arranged from most recent to least recent. Additional information such as offices held, awards and honors won, affiliations, travel, and equipment you know how to use should be included only if it is relevant to the position you are applying for.

There are nearly as many resumé formats as there are applicants. Some applicants have their resumés professionally prepared and printed, but with a little thought and care you can prepare your own resumé so that it presents your experience and qualifications in a professional manner.

Assignment Sheet 5

Exercise

Directions

Locate and study Student Supplement 7, "Sample Resumé."

Select one of the jobs in the want ads you chose in Part B of Assignment Sheet 2. With this position in mind, fill in the information requested below. Use your own work and educational experiences.

After you have gathered your facts and dates and roughed out the information requested below, use Student Supplement 7 as a guide for arranging the information in an easily readable, professional format. Use a computer or typewriter to format your resumé.

1. Name: ______________________

   SS #: ______________________

   Address: ______________________

   ____

   Telephone: ______________________ (day)

   ______________________ (evening)

2. Job objective: ______________________

   ____

3. Work experience:

   a. Dates (from, to) ______________________

      Business (name and address)

      ____

      ____

      ____

      Position held ______________________

Assignment Sheet 5

Duties performed ______________________________

____

____

____

Immediate supervisor (name, address, and phone)

____

____

____

b. Dates (from, to) ______________________________

Business (name and address)

____

____

____

Position held ______________________________

Duties performed ______________________________

____

____

____

Immediate supervisor (name, address, and phone)

____

____

____

Assignment Sheet 5

c. Dates (from, to) ______________________________

Business (name and address)

____

____

____

Position held ______________________________

Duties performed ____________________________

____

____

____

Immediate supervisor (name, address, and phone)

____

____

____

4. Volunteer experience related to job applying for:

____

____

____

____

5. Education:

a. Name of school

____

School address

____

____

Assignment Sheet 5

Degree earned

____

b. Name of school

____

School address

____

____

Degree earned

____

c. Name of school

____

School address

____

____

Degree earned

____

6. Affiliations, honors, awards, offices held

____

____

____

7. Equipment (and computer programs) related to the position that you know how to use

____

____

____

Assignment Sheet 5

8. Additional information:

____

____

____

____

____

____

____

____

____

9. References:

a. Name: ______________________

Position: ______________________

Address: ______________________

____

Phone: ______________________

b. Name: ______________________

Position: ______________________

Address: ______________________

____

Phone: ______________________

Assignment Sheet 5

c. Name: ______________________________

Position: ______________________________

Address: ______________________________

____

Phone: ______________________________

d. Name: ______________________________

Position: ______________________________

Address: ______________________________

____

Phone: ______________________________

Job Application Skills
Unit 9

Assignment Sheet 6—Complete a Job Application Form

Name ______________________________ Overall rating __________

Evaluation criteria	Rating
• Directions have been followed.	______
• Form is printed in blue or black ink or typed neatly.	______
• Information contains no misspellings.	______
• Information is grammatically and mechanically correct.	______
• Information is accurate.	______
• All questions are answered or completed with an "N/A."	______

Introduction

The way your job application looks directly influences your chances of getting the job. Employers may not even read an application that is incomplete, contains spelling errors or crossouts, is written in a sloppy, illegible hand, or fails to conform to given directions.

Exercise

Directions

Review Information Sheet, Objectives 7 and 8, and then locate the job application form in Student Supplement 8.

Using your actual Social Security number, work and school experience, and the information you compiled for your resumé in Assignment Sheet 5, complete the application form in Student Supplement 8. You would be wise to make a copy of the application for your rough draft. In this way, your final application will be clean, neat, complete, and free of errors.

Job Application Skills
Unit 9

Assignment Sheet 7—Complete a Work-Permit Application Form

Name ______________________________ Overall rating __________

Evaluation criteria	Rating
• Directions have been followed.	______
• Form is printed in blue or black ink or typed neatly.	______
• Information contains no misspellings.	______
• Information is grammatically and mechanically correct.	______
• Information is accurate.	______
• All questions on applicant's section of form are answered, or are completed with an "N/A."	______
• Employer's section of form is completed.	______
• Parents' or guardian's section of form is completed.	______
• Principal's or recommending teacher's section of form is signed.	______

Introduction

Under the child-labor provisions of your state, if you are between the ages of fourteen and sixteen or eighteen (the upper limit depends on state laws), you must apply for and be issued a work permit before you may take a job.

You must obtain the application from the office of the county superintendent of schools (courthouse) or an authorized high-school principal. You must then see to it that the application form is filled out correctly by all individuals involved: you, your parents or guardian, your future employer, and your school principal or recommending teacher.

After the application has been completed, it is your responsibility to return it to the county superintendent of schools or your school principal—if he or she is authorized by the superintendent.

Assignment Sheet 7

Exercise

Directions

Locate Student Supplement 9, "Work-Permit Application Form." Fill out the applicant's portion of the work-permit application, and then see to it that the remaining sections are completed by the appropriate individuals. Inform those individuals that this is a classroom exercise. The form is a facsimile of a work permit and is not valid.

When you need to apply for a valid work permit, use this exercise as practice. Then obtain a work permit from your county superintendent of schools, and complete and return it as directed.

Job Application Skills
Unit 9

Assignment Sheet 8—Complete a Pre-Employment Test

Name ______________________________ Overall rating __________

Evaluation criteria	**Rating**
• Instructor's directions have been followed.	______
• Test directions were followed.	______
• Answers are printed legibly.	______
• Test was finished within 30 minutes.	______
• Student answered 45 of the 55 test questions correctly.	______

Introduction

Some businesses may require you to take a pre-employment test during the application process. These tests are given to assess your practical skills and to evaluate your ability to follow directions. Subject areas that may be covered include vocabulary, grammar, spelling, mathematics, reading comprehension, reasoning skills, motor skills (typing, shorthand, transcription, using the computer), proofreading, and psychological items.

In order to do well on pre-employment tests, follow the guidelines below:

- Take a few deep breaths before beginning the test.
- Ask to move if the sun is in your eyes, you are sitting in a draft, or your seat is uncomfortable.
- Follow the tester's instructions, such as using a pencil or checking only one answer.
- Let the tester know if you cannot hear instructions.
- Follow test directions such as "underline," "print," "circle."
- Write or print clearly.
- Go through the test in order, marking your answers carefully.
- Answer the easiest questions first; do not spend a lot of time on one question.

Assignment Sheet 8

- Recheck your answers against the test questions, if time permits, making sure that your answer number matches the test-item number.

Exercise

Directions

Your instructor will give you 30 minutes to complete the 55 test items in this typical pre-employment test. Answer each question as carefully and completely as possible.

Part A

Each item below lists several spellings for a word. Circle the letter before the correct spelling in each item below.

1. a. Propposal
   b. Proposel
   c. Proposal
   d. Porpossel
   e. None of these

2. a. Bookeping
   b. Bookepping
   c. Bookeping
   d. Bookkeeping
   e. None of these

3. a. Iteniary
   b. Itenerary
   c. Itenary
   d. Itenirary
   e. None of these

4. a. Conferance
   b. Conference
   c. Conforence
   d. Conferience
   e. None of these

5. a. Transferible
   b. Transferable
   c. Transfirible
   d. Transfirable
   e. None of these

Assignment Sheet 8

Part B

Circle the word in the following sentences that makes each sentence correct.

6. You should (of, have) participated in the promotion.
7. The main duty of bell attendants and shuttle drivers (is, are) to provide luggage and transportation services for the hotel's guests.
8. (Whose, Who's) luggage is that?
9. That child does not know (it's, its) name.
10. The document contained more than (30, thirty) pages.

Part C

Capitalize and punctuate the following sentences correctly.

11. The reference book charm and poise for getting ahead is now available at martins book store
12. Examinations will be given for a number of different positions for example typist and general clerk secretary front-office manager and concierge
13. The meeting is now scheduled for december 12 199-
14. Our reservations manager ginger smith will call you
15. He said I appreciate all the hard work you have put in during the renovation of our lobby area

Assignment Sheet 8

Part D

Solve each of the following problems, and then circle the letter before the correct answer.

16. Which number of the following represents the least amount?

a. 3
b. 1
c. .95
d. 732
e. .05

17. Subtract 2.3 from 150.07.

a. 147.77
b. 148.08
c. 149.84
d. 157.77
e. None of these

18. Find 6 percent of $600.20. Round your answer to the nearest hundredth.

a. $36.00
b. $36.05
c. $360.01
d. $75.00
e. None of these

19. What number is missing from this series:
67 59 51 43 27?

a. 38
b. 36
c. 34
d. 35
e. None of these

20. If 5 pounds of paper sells for $2.00, how many pounds can you buy for 80 cents?

a. 3
b. 1½
c. 2
d. 4
e. None of these

Assignment Sheet 8

Part E

Write the following amounts in words.

21. $273.75

22. 61⅓

23. 4.05

24. 100%

25. $6,372.15

Part F

Below are ten pairs of names and numbers. Circle S if the two pairs are exactly the same. Circle D if the two pairs differ in any way.

26. Gurney Bascombe/Gurney Bascombe S D

27. Robert's Florals/Roberta's Florals S D

28. Ms. Wojciechowsi/Ms. Wojciechowski S D

29. Paul J. Siegelman/Paul J. Siegelman S D

30. Williams, Owens, & Scott/
Williams, Owens & Scott S D

Assignment Sheet 8

31. Liebster & Liebsten/Liebsten & Liebsten
S D

32. Groves & Oppenheimer/
Groves & Oppenhiemer
S D

33. A376-5972147/A376-59772147
S D

34. AV-372249576/AV-372249576
S D

35. P.F. DeSimone/P.F. Simone
S D

Part G

Proofread the paragraphs below and punctuate them. Circle spelling errors and make any other additional corrections necessary (capitalizing, deleting words, underscoring, and so forth) to create mechanically and grammatically correct paragraphs.

36-50

In renovating your new lobby you have probaly accumulated a great deal of up to date information on the subject of carpeting. However there is something that you may not have considered in detail the use of decorative tiles as an attractive flooring throughout the lobby.

This is a question which should be considered seriously For instance ten years ago when a young architect decide to build a dream hotel the idea that tilting can be used to compleat the floor plan was out of the question. Unless you are well acquainted with the newest patterns in decorative tiles however, you have no idea of the unusual affects that some of these patterns mauy have in lobby styling.

Assignment Sheet 8

Part H

In each of the following groups of names, select the name that would appear first in an alphabetized filing system. Circle the letter before each correct name.

51. a. Victor Gongala
    b. Anita Dubcheick
    c. Martha Carter
    d. Carol Eisler
    e. Carl Schwartz

52. a. Top Quality Motel
    b. The 201 Club
    c. Tremont Towers
    d. Wilkins Market
    e. The Victory Corp.

53. a. S. James Santos
    b. San Francisco Tools, Inc.
    c. S. A. Sampler
    d. Sands Aircraft Co.
    e. San Diego Suppliers

54. a. Elizabeth Barnes
    b. Allen E. Bates
    c. Anna Benson
    d. A. A. Products
    e. Andrew Jamisen

55. a. P. C. Payton
    b. The Skyline Corp.
    c. T. G. Products, Inc.
    d. Lawson's Hotel
    e. Alice Payne

Job Application Skills
Unit 9

Assignment Sheet 9—Participate as a Applicant in a Job Interview Role-Play

Name ______________________ Overall rating ________

Evaluation criteria	**Rating**
• Directions have been followed.	______
• Checklist criteria in Student Supplement 12 were followed in handling situation presented in selected scenario.	______

Introduction

In a job interview you are expected to answer many questions. Your responses and the way in which you handle yourself (not necessarily your qualifications) generally lead the interviewer to decide to hire or reject you for the position. Avoid blunt "yes" and "no" answers. Try to relax and explain your answers fully. You must sell yourself. Your attitude and enthusiasm make a big difference in how you are received. Think always of how your experience and qualities can help the company, not how the company can help you.

Exercise

Directions

Locate Student Supplements 10 through 12.

Practice interview questions by completing Student Supplement 10. Review the information in Student Supplement 11, "Recommended Interviewing Practices," and Objectives 10 through 13 of the information sheet.

Read the scenarios below. You will be asked to role-play the job applicant in *one* of scenarios presented. The way you dress and conduct yourself, and your overall performance in the role-playing exercise will be evaluated with the checklist presented in Student Supplement 12. Use your own work and educational experience as much as possible.

Scenarios

1. You have a 9 a.m. appointment for an interview for the position of reservations clerk with CrossTimbers Motor Lodge. You will be interviewed by Phoebe Walkiewiecz (Walk´-ka-witz), the hotel manager. This is a part-time position shared with two other reservations clerks.

Assignment Sheet 9

CrossTimbers is a franchise of the American Hotel Group, which operates 50 such hotels across the country. This particular facility has 300+ rooms, caters to local groups needing convention services, and includes six units arranged off the central reception area like the limbs of an evergreen tree. The two units at the tip of the "tree" house the Forest Tarn, an indoor pool, and the Talltree dining/nightclub facilities.

Your job duties require that you know how to operate an IBM computer, process registration cards and Telex reservations to input data into the HIS system, review Guest History Duplicate Reports, upsell and cross-sell the hotel's products and services, and work closely with personnel in other departments.

You left your last position (front-office manager at a small local motel) because you were laid off after the tourist season.

2. You have an interview at 10 a.m. with the Executive Hotel. You will be interviewing for the position of gift-shop manager/cashier. Two persons will be on the interview committee: Constance Wilson, the present gift-shop manager/cashier (she is retiring after 12 years with the hotel); and Abraham Dvorak (Vor-ack), the hotel manager.

   Your duties would include opening and closing the shop, selling, buying new inventory, inventorying present stock, processing credit cards, keeping and totaling cash drawers, making bank deposits, and supervising seasonal, part-time help.

   You have worked as a grocery-store cashier, and are presently entering your second year in the box office of a local movie theater. You have no supervisory experience. This full-time job is 20 miles one-way from your residence, but would mean a large increase in pay and a more pleasant work atmosphere. In addition, it would give you the chance to learn new skills. You are very eager to obtain this position.

3. You have a 10:30 a.m. interview appointment with Blackhorse Hotel, which is located 14 miles from a major airport. You are applying for the position of airport shuttle driver. You will be interviewed by the bell captain, Sandy Ventilla (Ven-tee´-a).

Assignment Sheet 9

The Blackhorse runs a fleet of five vans to and from the airport. Your job duties will include keeping accurate van mileage and maintenance logs, communicating safety and maintenance problems to the bell captain, washing and vacuuming the hotel vehicles as needed, following guest reservation van logs, and scheduling runs by time and airline to ensure that guests make their airline connections.

You have a valid chauffeur's license because for the past seven months you have been working as a paid employee with the hospital auxiliary. You have been driving a small shuttle bus used to deliver meals to shut-ins and to transport patients to and from the hospital and shopping and recreation centers. You were fired from this job two weeks ago when your supervisor found you using the bus for private business.

Job Application Skills
Unit 9

Assignment Sheet 10—Write a Follow-Up Letter

Name ______________________________ Overall rating __________

Evaluation criteria	**Rating**
• Directions have been followed.	______
• Letter follows checklist criteria in Student Supplement 14.	______
• Envelope is properly addressed.	______
• Letter is properly folded and inserted in envelope.	______

Introduction

Your interview follow-up letter serves several purposes. It shows that you are courteous in thanking the interviewer for the interview. It keeps your name before the interviewer as he or she makes the hiring decision. And, it shows that you are still interested in the position and organized enough to follow-up with a letter. Like the letter of application (and all business letters) it must be perfect in every way: format, appearance, and content.

Exercise

Directions

Locate Student Supplements 13 and 14.

Study the sample modified-block letter in Student Supplement 13. Then, write a follow-up letter based on the position requirements and role-play interview conducted in Assignment Sheet 9.

Make a rough draft, and then lay out, type, and space your letter according to the modified-block format you learned in Unit 7, "Work Communication Skills." Review the checklist in Student Supplement 14 before folding the letter, inserting it into a properly addressed envelope, and handing in your letter for evaluation.

Assignment Sheet 10

Use this page to begin a rough draft of your letter.

Job Application Skills
Unit 9

Assignment Sheet 11—Evaluate a Job Offer

Name ______________________________ Overall rating __________

Evaluation criteria	Rating
• Directions have been followed.	______
• All questions are answered completely.	______
• Answers show understanding of the job requirements and responsibilities.	______

Introduction

After all the planning and hard work you put into applying and interviewing for a job, it is very rewarding to be offered the position for which you applied. However, sometimes the job may be offered dependent on your meeting certain requirements that did not become evident until after the interview. Or, during the interview, you may have decided that you did not want to work for the people or business. Too, you may have received another job offer between the time of the interview and your acceptance for the position. If this is the case, you must decide which of the positions is most advantageous to you. When you are offered a job, you must do some careful thinking before you accept or reject it.

Exercise

Directions

Read the scenario below as though you were the applicant. Then answer the questions that follow.

Scenario

The September after you graduate from high school, you begin a job search for a position within the hospitality and tourism industry. You have recently moved into your own apartment, and have declared financial independence from your family, who live nearby. You have applied and been interviewed for three different jobs—two in your hometown community and one in a city near you. You are offered two of the three jobs.

Assignment Sheet 11

Job Offer 1 is for the position of front-office mail clerk with The Elmford, a large old inn in your community. During your interview, you found that you liked the people and the friendly, comfortable atmosphere of the inn. You also found that you would be required to work alternate Saturdays and put in overtime during peak periods. The base salary with overtime pay, however, exceeds by $300 a year the amount of money you determined you needed to meet your financial obligations (automobile and rent) and start a savings account.

Your job duties would allow you little room for independent judgment, and your daily work will be routine, definite, organized, and "behind the scenes," with no guest contact. There seems to be little room for advancement, though most of the employees are "long-timers" who have worked for the hotel for many years.

Job Offer 2 is for the position of bell attendant with Triple C (Center City Central), a large, new convention hotel located in a big city 60 miles from your small-town community. When you went for your interview, you really liked the excitement and hustle-bustle of the city and this brand-new hotel. You also liked the idea of dealing directly with guests and of the opportunity to work outside some of the time.

The position requires that you purchase and maintain a minimum of two uniforms, each costing a little over $100, but the hotel will deduct the cost of the uniforms from your first two months' salary if you desire to pay for them in this manner. The offered salary is $200 a year above what you were offered by The Elmford, with all other benefits being about equal to those at The Elmford.

To take the position, you will have to either commute to work or move to the city. You have seven months to go on a year's lease.

1. What are the advantages and disadvantages of Job Offer 1?

   Advantages

   ____

   ____

   ____

   ____

   ____

Assignment Sheet 11

Disadvantages

____

____

____

____

____

2. What are the advantages and disadvantages of Job Offer 2?

   Advantages

   ____

   ____

   ____

   ____

   ____

   Disadvantages

   ____

   ____

   ____

   ____

   ____

3. Assuming that you are the applicant, which job would you choose? Why?

   ____

   ____

   ____

   ____

   ____

   ____

Job Application Skills
Unit 9

Assignment Sheet 12—Write an Acceptance Letter

Name ______________________ Overall rating __________

Evaluation criteria	**Rating**
• Directions have been followed.	______
• Letter follows checklist criteria in Student Supplement 16.	______
• Envelope is properly addressed.	______
• Letter is properly folded and inserted in envelope.	______

Introduction

Your acceptance letter is a courtesy letter in which you formally inform the business that you will accept the job offered and its conditions. In this letter you may also ask for specific information that will help you begin the job in a knowledgeable and efficient manner.

Exercise

Directions

Locate Student Supplements 15 and 16.

Study the sample modified-block letter with indented paragraphs in Student Supplement 15. Then, write a follow-up letter based on the position requirements and role-play interview conducted in Assignment Sheet 9.

Make a rough draft, and then lay out, type, and space your letter according to the modified-block format you learned in Unit 7, "Work Communication Skills."

Use the checklist in Student Supplement 16 to check your letter before folding it, inserting it into a properly addressed envelope, and handing it to your instructor for evaluation.

Assignment Sheet 12

Use this page to begin a rough draft of your letter.

Job Application Skills
Unit 9

Assignment Sheet 13—Evaluate a Job Rejection

Name ______________________________ Overall rating __________

Evaluation criteria	**Rating**
• Directions have been followed.	______
• All questions are answered completely.	______
• Answers show understanding of scenario's content and job-interview techniques.	______

Introduction

While a job rejection can be a shattering experience, it should also be taken as a learning experience. Were you truly qualified for the job? If so, you should analyze your job application and interview skills. Where could you have done better? Were you nervous or unprepared for your interview? Did your resumé blanket all of your experiences and not highlight those that were pertinent to the job? Did you dress inappropriately or slouch through the interview? Did you neglect to follow-up after the interview? Use the knowledge you learn to do better when applying for the next job.

Exercise

Directions

Read the scenario on the following page. Then, answer the questions that follow to evaluate the interviewer's reaction to the applicant.

Assignment Sheet 13

Scenario

Kerry,

Today you asked me for a job. From the look of your shoulders as you walked out, I suspect that you have been turned down before, and maybe now you believe that people right out of high school cannot find work.

But, I hired a teenager today. You saw her. She was the one with the clean hair, hands, and clothes. What was so special about her? Not experience—neither of you had any. It was her attitude that put her on the payroll instead of you. She wanted that job badly enough to dress for the interview and to find out how to conduct herself during the interview. She did her best to impress me and to let me know what she could do for my business. That is where she edged you out.

I needed to hire someone who would eagerly enter my business, keep her eyes open, smile and relate to the customers, and work for me like she would work for herself. An employer does not "owe" an applicant a job; the applicant must earn the right to work by convincing the interviewer that he or she is the one for the job. If you have even the vaguest idea of what I am trying to say, let it show the next time you ask for a job. You will be head and shoulders above the rest of the applicants.

1. List the good characteristics of the teenager who was hired.

Assignment Sheet 13

2. List Kerry's unsuitable characteristics.

3. What recommendations would you make to Kerry?

Glossary of Technical Terms

Ability—Mastered skill

Accident—Suddenly occurring, unintentional event that causes injury or property damage

Accommodations—Lodging; room and (sometimes) board

Account posting—Registering charges and credits on a guest's folio

Accounting division—Hotel division that handles the financial activities of the property

Advertising—Favorably displaying a product or service by purchasing space on billboards or signs or in printed publications, or time on radio or television

Affiliate—To connect or associate oneself as a member or branch

Affiliation—Close connection as a member of an association

Amtrak—Marketing name for the National Railroad Passenger Corporation, established by the Rail Passenger Service Act of 1970

Anaphylactic shock—Severe and sometimes fatal reaction to an antigen; characterized by respiratory symptoms, fainting, and itching

Applicant—Person applying for a job

Application—Form to be filled out when applying for a job

Aptitude—Natural ability or capacity for learning

Attitude—Mental position

Body language—Gestures, facial expressions, and posture that convey a message

Booking—Making a reservation

Burglary—Breaking and entering a facility for the purpose of stealing

Cardiopulmonary resuscitation (CPR)—Procedure for restoring normal breathing after cardiac arrest

Carelessness—Failure to think before one acts; failure to pay attention

Carrier—Company involved in the transportation of people or goods

Casino hotel—Property associated with a gambling facility and functioning in a support role to the gambling facility; provides amenities such as specialty restaurants, extravagant shows, and charter flights to attract customers to the gambling facility

Chain hotel—Property having some degree of affiliation with an ownership or management organization

Chamber of commerce—Association of business people who promote commercial and industrial interests in a community

Charter—To bulk-purchase any carrier's (airline or vehicle) equipment for passengers or freight

Charter flight—Flight booked exclusively for the use of a specific group of people

Civic—Relating to a citizen, city, or community

Cliche—Expression or idea that has become trite

Colloquialism—Local or regional expression

Combustible—Capable of bursting into flames at temperatures below 100°F

Commercial hotel—Property usually located in a commercial area and catering primarily to transient business clients; provides amenities required by business clients, such as conference rooms, computer terminals in guestrooms, and airport pick-up services

Commercial travel—Travel conducted for business reasons

Communication—Exchange of information through verbal and nonverbal messages

Communication barrier—Something that prevents the receiver from receiving or understanding the message

Competition—Businesses in pursuit of the same markets

Complex memo—Memo with a four-part heading; message an informal business report a page or more in length; sent to one or several people

Concierge—Hotel staff member who specializes in providing extended guest services

Conference/continuing-education center—Property usually located on or near a university and catering to people attending conferences; provides an environment and amenities that are conducive to learning

Convention and visitor's office/bureau—Organization that represents a city or urban area in the solicitation and serving of all types of travelers to that city or area, whether the visit is for business, pleasure, or both

Copy notation—Notation indicating those people who will receive copies of a letter

Corporate travel manager—Company employee who is responsible for arranging travel for a company's employees, arranging meetings and conventions, establishing employee travel policies, acting as liaison with an outside travel agency, and managing travel budgets

Crime—Unlawful act

Customer—Person who patronizes a travel agency, tour company, or other travel-related business; person who purchases a commodity or service

Customer relations—Positive and productive interaction between a business organization and the public it serves

Date line—Date a letter is typed

Defense mechanism—Behavior used to cope with difficulties

Deregulation—Process of removing or relaxing legal regulations restricting the activities of business thereby increasing competition

Destination promotion—Endeavor by national, state, or local governments to attract tourists and corporate travelers to their localities

Documentation—Papers to help prove facts

Emergency evacuation—Organized withdrawal of people from a facility to protect them from the hazards of an emergency

Empathy—Ability to put yourself in the other person's shoes; understanding how the other person feels

Employer—Person or business that hires one or more persons to work for wages or salaries

Enclosure notation—Notation indicating a letter contains additional materials

Excursion—Short journey that eventually returns to its starting point

Express mail—U.S. Mail guaranteed next-day delivery service for letters and parcels up to 70 pounds in weight and 108 inches in combined length and girth; requires considerably higher mailing rates than first-class mail

Fax—Facsimile machine that transmits and prints mail sent through a phone line

Federal Express (Fed Ex)—Privately owned delivery service specializing in delivery of packages; requires lower mailing rates than first-class mail and provides faster delivery periods than for third-class mail

First-class mail—Traditional U.S. Mail service for letters, postcards, and postal cards; usually requires two- to three-day delivery period for destinations within the United States and slightly longer delivery periods for overseas destinations

Follow-up letter—Letter written after you interview for a job but before you have heard about the business's hiring decision; in it you thank the employer for the interview and state once more your desire to fill the position for which you interviewed

Food and beverage division—Hotel division that provides food and beverage services in hotel facilities such as restaurants, coffee shops, lounges, room service, and banquet or meeting rooms

Franchise—License granted an individual or group to market a company's good or services in a particular territory

Franchise hotel—Property operated under a licensed format for doing business

Front-line employees—People who have direct contact with customers

General manager—Top executive of a property; reports directly to owner or ownership company

Girth—The measure around a body or object

Grapevine—Unofficial communication passed on by word of mouth and often distorted in the telling

Grounded—Electrical connection to an object that conducts electrical current to the earth

Guest folio—Record of the charges incurred and credits acquired by a guest during his or her stay at a hotel

Guest-service division—Hotel division that provides customer services required by guest staying in the hotel

Hazard—Potential source of danger

Hazardous material—Any cancer-causing, corrosive, toxic, irritant, sensitizer, or material that has or has the potential for damaging effects on specific body organs

Heel—To apply pressure to the bottom of a straight or extension ladder to prevent it from slipping or sliding sideways while in use

Heimlich maneuver—Procedure for forcing a foreign object from the windpipe of a choking victim

Hotel—Establishment that provides sleeping facilities for the public

Housekeeping division—Hotel division that provides clean and ready vacant rooms, cleans occupied rooms, helps the front desk keep a current status of every hotel room, and cleans the public areas of the hotel

Hygiene—Conditions or practices of cleanliness conducive to health

Incentive commission—Extra commission paid to a travel agency by a supplier to stimulate sales of the supplier's services

Incentive group—Travel, trade show, and convention sales resulting from award/incentive programs provided by large companies

Incentive house—Company that handles all facets of corporate incentive travel

Incentive specialist—Person who promotes incentive trips to a destination and helps planners coordinate their programs

Incentive travel—Trip offered by a corporation or company as a reward or prize to stimulate employee sales

Incentive-travel account coordinator—Person who works for an incentive house managing transportation, working with the pretrip department on mailings, and funneling information to the client and the company's account executive

Independent hotel—Privately owned property having no ownership or management affiliations with regard to policies, procedures, and financial obligations

Inside address—Name and address of person a letter is to

Interface—To connect to and operate through a central computer

Internal selling—Selling conducted by placing customer-directed printed materials and signs or spoken messages inside a business

Interoffice memo—Memo with a six- to eight-part heading; message format like a simple or complex memo, depending on its length and complexity; sent to many people, a department, or the staff at large

Itinerary—Complete schedule of a trip, including departure and arrival dates and times, and accommodations and meals if applicable

Jargon—Specialized vocabulary of those in the same work or profession

Job interview—Situation in which the employer and job applicant meet face to face for evaluation and questioning

Laptop—Small, portable personal computer that operates on batteries as well as electrical current

Larceny—Taking of personal property by fraud or stealth with intent to deprive another person thereof

Leisure travel—Travel conducted primarily for recreation and sport

Letter of acceptance—Letter written after you have been offered a job; in it you formally tell the employer that you will accept the position and its conditions

Letter of application—Letter submitted with or before the completed application form; in it you let the prospective employer know that you are interested in applying for a specific position

Liaison—Person or company acting as a go-between between or among parties

Listening—Receiving, processing, and evaluating both verbal and nonverbal communication

Mailing notation—Notation indicating the letter is to be sent a special way

Management-contract hotel—Property operated under a contract that affiliates it with a hotel-management company

Managers—People who set policies and procedures of the property and establish standards to accomplish the goals and missions of the property, hire and fire employees, solve problems, and make decisions

Market—All the potential sources of business for an operation

Material safety data sheet (MSDS)—Form that lists and explains each of the hazardous materials that an employee works with so that the employee can safely use the material and respond to emergency situations

Meeting planner—Person who plans and arranges meetings, conferences, and trade shows

Memorandum—Informal written business communication

Minor—Person not yet 18 years old

Modem—Device that converts signals from one form to a form compatible with another kind of equipment

Motorcoach—Another term for a bus, generally reserved for noncommuter buses

National tourism office/bureau—Government agency that advertises the country in order to attract more tourists, that promotes legislation and regulation of the travel industry, and that may operate national sections of the travel industry

Nonverbal communication—Sending/receiving a visual message

Occupational area—Group of jobs similar according to the nature of the work being performed

Occupational Safety and Health Act (OSHA)—Federal legislation designed to ensure safe and healthful working conditions for employees

Orientation—Process of making new employees familiar with the operation; generally performed in the first one to three days of employment

Package—Combination of services and products arranged for one total price

Package tour—Travel plan that includes several elements of a vacation, such as transportation, accommodations, meals, and sightseeing

Parent-company hotel—Property owned and operated by a multiple-unit company of which all affiliated properties carry the same name and maintain standard operating procedures

Personality—Physical, mental, and emotional characteristics that make up a whole person

Personal selling—Selling conducted through direct person-to-person contact

Pre-employment test—Instrument used to evaluate the applicant's knowledge and skills as they relate to a specific job or position

Prejudice—Preconceived judgment or opinion based on insufficient or incorrect knowledge

Private branch exchange (PBX)—Term used for hotel switchboard equipment

Product—Operation, service, facility, and merchandise being promoted or sold

Professional image—Overall impression of quality, competency, and efficiency that a business or employee projects to prospective customers and the public

Publicity—Mention of a product, service, person, or business in any medium of communication

Qualifications—Qualities or skills that fit the job applicant, or conditions or standards required of a position

Rape—Any sexual intimacy forced upon one person by another

Rationalization—One of the most frequently used defense mechanisms; used to explain something to oneself so that it sounds reasonable; to make excuses to oneself

Receptive operator—Specialist who handles incoming foreign and domestic visitors, coordinates their stay, and escorts them during the visit; works with the tour packager or the travel agent sending the group

Reference—Name of a person who knows the applicant well and can give favorable information about the applicant's character and work abilities

Reference initials—Initials of person typing the letter if different from the person who wrote the letter

Referral-group hotel—Independent property that has affiliated with other independent hotels to offer consistency in the quality of services provided

Reflective question—Question that mirrors the other person's feelings or ideas through rephrasing or summarizing

Repair and maintenance division—Hotel division that maintains the appearance of both the interior and exterior components of a property and keeps all equipment operational

Resident manager—Assistant to the general manager and acting general manager whenever the general manager is absent from the property

Resort hotel—Property usually located near a natural attraction, such as the ocean, a lake, or mountains, or near a commercial attraction, such as an amusement park, and catering primarily to tourists staying for longer periods of time; provides a relaxed atmosphere and amenities such as golf, tennis, nature hikes, and social activities such as dances

Resumé —Brief history of a person's work background

Retail—The sale of goods in small quantities directly to the customer

Return address—Name and address of the company sending a letter; may be in letterhead format or input by writer

Robbery—Wrongful taking of personal property in the possession of another, from his person or immediate presence, and against his will, accomplished by means of force or fear

Safety—Freedom from danger, risk, or injury

Salary—Fixed payment for labor or services made on a regular basis, usually each two weeks or month

Sales and marketing division—Hotel division that sees to it that guests are safe and secure during their stay at the hotel

Sales blitz—Form of personal selling in which a number of salespeople make a concentrated, short-term series of personal or telephone contacts in order to obtain a large number of bookings, reservations, or commitments

Sanitation—Process of keeping something clean or free from disease-producing organisms

Second-degree burn—Burn penetrating beneath the superficial skin layers; characterized by swelling and blisters

Security—Measures taken to guard against sabotage, theft, or attack

Security division—Hotel division that sees to it that guests are safe and secure during their stay at the hotel

Selective hearing—Listening only to certain facts or details and missing the real meaning

Simple memo—Memo with a four-part heading; very brief message from several lines to less than a page in length; sent to one or several people

Slang—Informal, nonstandard vocabulary, often ungrammatical

Sous—Below or under; being an assistant

Skill—Activity you have been trained to do and have practiced doing

State tourism office/bureau—Government agency that promotes business for the state by conducting programs of information, advertising, publicity, and research relating to the state's recreational, scenic, historic, highway, and tourist attractions

Step-on guide—Person who escorts a group on a short tour (excursion) and explains the sights

Suggestive selling—Sales technique in which the employee recommends that the customer try other related services or merchandise offered by an operation

Supervisors—People who monitor front-line employees, making sure the policies and procedures of the property are followed

Supplier—Any of the interrelated industries or companies that provides a part of the travel arrangements

Surveillance—Keeping a close watch over someone or something

Target market—Population toward which a marketing plan is directed

Telemarketing—Using the telephone to make sales; form of personal selling in which a salesperson places or receives telephone calls in an endeavor to sell bookings, reservations, or commitments

Third-class mail—U.S. Mail service for circulars, printed matter, pamphlets, and parcels weighing less than 16 ounces (1 pound); requires lower mailing rates but longer delivery periods than first-class mail; will not forward

Third-degree burn—Burn that destroys all skin layers and underlying tissue; characterized by white, leathery appearance and lack of pain

Tour—Preplanned trip—to one or more destinations—that usually returns to the original point of departure

Tour broker—Company that plans, markets, and (usually) operates tours; marketing is always through travel agents, associations, clubs, or a tour organizer—never directly to the public

Tour company—Company that specializes in the planning and operation of prepaid, preplanned vacations and makes these available to the public, usually through travel agents and tour operators, though sometimes through direct retail sales

Tourism—The entire world of travel, hotels, transportation, food service, and other activities serving the traveler

Tourist—Person who travels away from home for nonwork reasons; leisure traveler

Tour manager—Person who escorts a group throughout its tour or trip itinerary

Tour planner for disabled individuals—Specialist who arranges travel and tailors tours for disabled individuals

Trade show—Gathering of exhibitors whose products and services are related to a specific trade or profession, the purpose of which is to create an awareness and interest in the products and services on display

Transient—Passing through or by a place with only a brief stay

Travel agency—Company that acts as liaison between its clients and its suppliers to provide the client with desired travel arrangements and itineraries

Travel agent—Person who works for a travel agency planning and coordinating travel arrangements and providing travel advice within budget limitations established by the client

Travel publisher—Company that designs, edits, and prints written materials related to the travel/tourism industry

Turnover—Number of persons hired within a period to replace those leaving or dropped from the workforce

United Parcel Service (UPS)—Privately owned delivery service specializing in delivery of packages; requires lower mailing rates than first-class mail and provides faster delivery periods than for third-class mail

United States Travel Data Center—Washington, D.C.-based travel-research affiliate of the Travel Industry Association of America

Up-selling—Sales techniques in which the employee represents options or rate categories so that the buyer will choose a higher rate

Verbal communication—Sending/receiving a written or spoken message

Wage—Payment for labor or services made on an hourly, daily, or piecework basis

Wholesale—The sale of goods in large quantities, usually at lower prices than retail

Work permit—Official document showing a minor to be of legal age; legal permission for a minor to take a job

Writer's identification—Signer's typewritten name and title